AIMS K-12 College Prep Charter District

Finance Committee Meeting

Date and Time

Tuesday May 21, 2024 at 5:30 PM PDT

Location

171 12th Street, Oakland, CA 94607

Members of the public, staff, and faculty may join virtually at:
Join Zoom Meeting
https://us02web.zoom.us/j/3311128694?pwd=cVFNbEJtWm40aDZpUlp5WFVxRGVqUT09
Meeting ID: 331 112 8694
Passcode: 0EjSCZ

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

Dial by your location
• +1 719 359 4580 US

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

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

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:30 PM**
	A. Record Attendance		Barbara Pemberton	1 m
	B. Call the Meeting to Order		Director Edington	
II.	**Public Comment**			**5:31 PM**
	A. Public Comment on Agenda Items	Discuss	Barbara Pemberton	4 m
	B. Public Comment On Non-Agenda Items	Discuss	Barbara Pemberton	4 m
III.	**Approve Minutes**			**5:39 PM**
	A. Finance Committee Meeting: April 23, 2024	Approve Minutes		1 m
IV.	**Non-Action Items**			**5:40 PM**
	A. Air Reading - Expanded Learning Opportunity	Discuss	Xing Zhang	2 m
V.	**Action Items**			**5:42 PM**
	A. Air Reading Quote for AIMS College Prep Middle School	Vote	Christopher Ahmad	2 m
	B. Air Reading Quote for American Indian Public Charter School II	Vote	Christopher Ahmad	2 m
	C. ELOP Extended Contracts	Vote	Tiffany Tung	2 m
	D. Title III MOU 2024-2025	Vote	Adria Banihashemi	2 m
	E. Special Education Consultant Contract Renewal	Vote	Deborah Woods	2 m

		Purpose	Presenter	Time
F.	Invoice - Santa Cruz Beach Boardwalk	Vote	Natalie Glass	2 m
G.	Student Chromebooks	Vote	Marisol Magana	2 m
H.	Teacher Laptops	Vote	Marisol Magana	2 m
I.	Kitchen Exhaust Fan Hood Installation	Vote	Jason Perry	2 m
J.	Addendum to Agreement to Provide Food Service	Vote	Tiffany Tung	2 m
K.	AIMS MS/AIPCS II - ELOP Budget & Prgram Details Update	Vote	Natalie Glass	2 m
L.	ESSER III Plan Update AIMS College Prep High School	Vote	Natalie Glass	2 m
M.	ESSER III - Plan Update - American Indian Public Charter School II	Vote	Natalie Glass	2 m
N.	ESSER III - Plan Update - AIMS College Prep Middle School	Vote	Natalie Glass	2 m
O.	Educator Effectiveness Block Grant 2023-2024	Vote	Natalie Glass	2 m

VI. Closed Session — 6:12 PM

A.	Public Comment on Closed Session Items 1 minute per speaker	Discuss		10 m
B.	Closed Session Closed Session Items: 1. Student Disciplinary Matter			30 m

VII. Closing Items — 6:52 PM

A.	Adjourn Meeting	Vote		
B.	NOTICES	FYI	Barbara Pemberton	

The next regular meeting of the Board of Directors is scheduled to be held on the third Tuesday of the month, June 18, 2024 at 5:30 pm. AIMS does not

Purpose Presenter Time

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 on the AIMS website at www.aimsk12.org, on May 18, 2024, before 5:30 PM.
Certification of Posting

Coversheet

Finance Committee Meeting: April 23, 2024

Section:	III. Approve Minutes
Item:	A. Finance Committee Meeting: April 23, 2024
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Finance Committee Meeting on April 23, 2024

APPROVED

AIMS K-12 College Prep Charter District

Minutes

Finance Committee Meeting

Date and Time
Tuesday April 23, 2024 at 5:30 PM

Location
171 12th St. Oakland, CA 94607

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

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

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

Dial by your location
• +1 719 359 4580 US

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

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Committee Members Present
C. Edington, J. Colly, J. Hinton, K. Ballentine, M. Woods-Cadiz

Committee Members Absent
None

Guests Present
B. Pemberton

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

C. Edington called a meeting of the Finance Committee of AIMS K-12 College Prep Charter District to order on Tuesday Apr 23, 2024 at 5:36 PM.

II. Public Comment

A. Public Comment on Agenda Items

No comment

B. Public Comment On Non-Agenda Items

No comment

III. Approve Committee Meeting Minutes

A. Finance Committee Meeting: March 26, 2024

C. Edington made a motion to approve the minutes from Finance Committee Meeting on 03-26-24.
J. Colly seconded the motion.
The committee **VOTED** to approve the motion.

IV. Action Items

A. Green Source Janitorial

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

B. AIMS Salary Schedule PROPOSED FY 24-25

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

C. Technology Agreement

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

D. SB-740 Charter School Facility Grant Program

Item withdrawn, no action taken.

E. PowerSchool SIS

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

F. Cal-Shape

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

G. Enroll Oaks MOU

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

H. 23-24 Contract Submission

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

V. Closed Session

A. Public Comment on Closed Session Items

No comment

B. Closed Session

Board returned from closed session at 6:15 pm with nothing to report.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:16 PM.

Respectfully Submitted,
C. Edington

B. NOTICES

None

Coversheet

Air Reading - Expanded Learning Opportunity

Section: IV. Non-Action Items
Item: A. Air Reading - Expanded Learning Opportunity
Purpose: Discuss
Submitted by:
Related Material: Air Reading.pdf

Air Reading
Expanded Learning Opportunity Program

May 21, 2024

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

ELOP Requirements

Must offer and provide expanded learning:
Funding is is for K-6th (AIMS MS and AIPCS II) - but can serve all grade levels (K-8th)

- Before or after school opportunities plus instructional time equal **at least nine hours on school days**
- **At least 30 days of no less than 9 hours of expanded learning days during school breaks**
- 20:1 student to adult ratio, 10:1 if program serves Kindergarten (K) students
- Meals must be served
- **Must conform to After School Education and Safety Program requirements**
  - The After School Education and Safety Program shall be established to serve pupils in kindergarten and grades 1 to 9, inclusive, at participating public elementary, middle, junior high, and charter schools. The grades to be served by the program at participating schools may be determined by local needs.
  - (b) A program may operate a before school component of a program, an after school component, or both the before and after school components of a program, on one or multiple schoolsites.
  - (c) (1) Each component of a program established pursuant to this article shall consist of the following two elements:
    - (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
    - (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

ELOP Funding Summary

Funding for 2021-2022 & 2022-2023

- Middle School: $160K minus what we have recorded so far ($21K) = $139K left to spend from the prior year's funding.
- Elementary School: $1.5M minus what we have recorded so far ($67K) = $1.4M.

2023-2024 Funding

- AIMS Middle School: $25K
- AIPCS II: $300K

Total to Spend:

- AIMS MS: $164,000
- AIPCS II: $1.7 Million

Air Reading Quote

AIMS MS - $101,800
AIPCS II - $724,200

What is Air Reading

- Air Reading is a 1 on 1 and also 1 on 3 tutoring program
- This program replicates small-group instruction
- This program will help our lowest performing readers
- The program utilizes early reading fluency techniques

Program Goals

- Catching students up who are behind in reading
- Getting students to grade level
- Teaching students reading fundamentals
- Getting students who are considered BASIC and BELOW BASIC to their grade level Lexile
- Helping teachers who have classes with a high number of students in tutoring
- Adding additional students to the afterschool program

What population will it serve?

- Students who have been assessed and are considered at a BELOW BASIC reading level
- Students who have been assessed and are considered at a BASIC reading level
- SPED students
- English Language Learners
- Students who have a reading level below the grade they are currently in

What is this replacing?

- This is not replacing any current program

- This will take place during expanded learning opportunities: Before school, after school, and Saturday School

Is this in the budget?

- 100% of this program will be paid from our remaining ELOP funds

What gains do we expect to see?

- With 1 on 1 and 1 on 3 tutoring, we expect to see gains because the classroom teacher will have a less tutoring load
- We also expect to see growth in Lexile from focused reading instruction
- Early reading fluency is incorporated, so students in K-2 will see tremendous growth
- The program is targeted for students that have already been assessed at BASIC and BELOW BASIC, so we hope to see them in proficient by the year's end

Reasons for selecting the program

- This program can be purchased using 100% ELOP funding
- It incorporates small group instruction
- Only our most vulnerable students are admitted into the program
- With a large ELL population, reading is fundamental to their success
- Teachers have large numbers of students in tutoring, so this will help lighten the load
- Targeted reading instruction

Thank you.



AIMS K-12
COLLEGE PREP
CHARTER DISTRICT

Coversheet

Air Reading Quote for AIMS College Prep Middle School

Section:	V. Action Items
Item:	A. Air Reading Quote for AIMS College Prep Middle School
Purpose:	Vote
Submitted by:	
Related Material:	Air Reading Quote (25827) AIPCS II - 2024.pdf

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

Submitter Information

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

Item Details

Title of Item: Air Reading Quote for AIMS College Prep Middle School
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 6/30/202

Financial Information (if applicable):

Total Cost: $ 101,800

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ELOP

air Reading
by Air Education, Inc

Quote No. 25827**

Payment to

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

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

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

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

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

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

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

Quote Authorized By:

Name: _____ Signature: _____ Date: _____

Coversheet

Air Reading Quote for American Indian Public Charter School II

Section:	V. Action Items
Item:	B. Air Reading Quote for American Indian Public Charter School II
Purpose:	Vote
Submitted by:	
Related Material:	Air Reading Quote (25829) AIPCS II - 2024.pdf

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

Submitter Information

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

Item Details

Title of Item: Air Reading Quote for American Indian Public Charter School II
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 6/30/202

Financial Information (if applicable):

Total Cost: $ 724,200

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ELOP

air Reading
by Air Education, Inc

Quote No. 25829**

Payment to

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

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

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

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

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

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

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

Quote Authorized By:

Name: _____ Signature: _____ Date: _____

Coversheet

ELOP Extended Contracts

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

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

Submitter Information

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

Item Details

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

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☑ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Employee contracts will go to Finance Committee for approval 5/21/24
If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☑ Yes ☑ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ELOP

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

Coversheet

Title III MOU 2024-2025

Section: V. Action Items
Item: D. Title III MOU 2024-2025
Purpose: Vote
Submitted by:
Related Material: Title III MOU Cover Letter - ELD MOU 24-25.pdf
Title III MOU (Pending Approval) Title III MOU 2024-2025.pdf

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

Submitter Information

Full Name: Adria Banihashemi
Position/Title: ELD Coordinator
Department: Academic Data and Performance
Date of Submission (05/14/2024)

Item Details

Title of Item: Title III MOU 2024-2025
Is this item a: x New Submission
□ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

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

If no: Explain why: This will be submitted to District ELAC on June 6th. A request was

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

Deadline Information

Is there a submission deadline for this item?
x Yes □ No
If yes: Please indicate the deadline date (09/30/2024):

Financial Information (if applicable):

Total Cost: $35,542.60
Is this expenditure included in the annual budget?
x Yes □ No
Please specify in which plan this expense is indicated:

□ SPSA □ LCAP x Other: Title III

Memorandum of Understanding

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

English Learner Student Program Subgrant Consortium

Memorandum of Understanding, 2024-2025 School Year

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

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

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

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

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

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

AIMS HS (64 EL) = 8009.60

1 Professional development $1000.00

2 Program activities $1144.60

3 English Proficiency and Academic Achievement $865.00

4 Parent/family/community engagement $5000.00

AIMS MS (50 EL) = 6257.50

1 Professional development $2000.00

2 Program activities $170.00

3 English Proficiency and Academic Achievement $1087.50

4 Parent/family/community engagement $3000.00

AIMS Elementary (170 EL) = 21,275.50

Professional development $3000.00

Program activities $9055.40

English Proficiency and Academic Achievement $3712.50

Parent/family/community engagement $5507.60

TOTAL $35,542.60

Coversheet

Special Education Consultant Contract Renewal

Section: V. Action Items
Item: E. Special Education Consultant Contract Renewal
Purpose: Vote
Submitted by:
Related Material: SpEd Consultant Contract Renewal.pdf

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

Submitter Information

Full Name: Deborah Woods
Position/Title: Director
Department: Special Education
Date of Submission (MM/DD/YYYY): 05/14/2024

Item Details

Title of Item: Consultant Contract Renewal for the 2024-25 School Year
Is this item a: ☐ New Submission
☑ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

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

If no: Explain why:
The contract is being brought to the governance and finance committees for board approval.

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

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

Financial Information (if applicable):

Total Cost: $ 15,000

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: AIMS K12 CMO SpEd

MEMORANDUM OF UNDERSTANDING

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

1. **Purpose of MOU**

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

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

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

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

2. **MOU Must be Renewed Annually**

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

3. **Submission Procedures**

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

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

4. Scope of Services

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

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

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

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

5. Rate Schedule

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

6. Payment for Services

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

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

7. Staff Absences

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

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

8. Termination

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

9. Service Provider and Charter Are Independent Contractors

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

10. Non-Exclusive Agreement

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

11. Indemnification and Hold Harmless

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

12. Responsibility for Litigation Costs

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

13. Meet and Confer

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

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

14. Severability/Waiver

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

15. Execution of MOU Electronically and In Counterparts

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

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

Dated: _____ By: _____
Superintendent Maya Woods
For AIMS K-12 College Prep Charter School District

Dated: _____ By: _____
Alison Rose
Service Provider

Coversheet

Invoice - Santa Cruz Beach Boardwalk

Section: V. Action Items
Item: F. Invoice - Santa Cruz Beach Boardwalk
Purpose: Vote
Submitted by:
Related Material: Invoice - Santa Cruz Beach Boardwalk.pdf

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

Submitter Information

Full Name: Natalie Glass

Position/Title: Director of Schools

Department: Schools

Date of Submission (MM/DD/YYYY): 5/14/24

Item Details

Title of Item: Santa Cruz Beach Boardwalk- Approved Vendor Request

Is this item a: ☑ New Submission
☐ Renewal

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

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 06/30/2024

Financial Information (if applicable):

Total Cost: $ 9453

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ELOP

Shopping Cart (150 Items) Modify Cart

Ride Wristband - Groups
Groups - Ride Wristband
Date: 06/08/2024
Qty 150
$8,992.50

Subtotal	**$8,992.50**
Processing Fee	$9.95
Tax	$450.00
Total	**$9,452.45**

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

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

Continue Shopping Checkout

Coversheet

Student Chromebooks

Section: V. Action Items
Item: G. Student Chromebooks
Purpose: Vote
Submitted by:
Related Material: Student Chromebooks.pdf

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

Submitter Information

Full Name: Marisol Magana
Position/Title: Director
Department: Health & School Support Services
Date of Submission (MM/DD/YYYY): 5/14/24

Item Details

Title of Item: Student chromebooks
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☐ No

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

Financial Information (if applicable):

Total Cost: $ 21,722.83

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER III

Staples Technology Solutions

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

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

Products

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

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

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

Terms of Purchase

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

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

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

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

Coversheet

Teacher Laptops

Section: V. Action Items
Item: H. Teacher Laptops
Purpose: Vote
Submitted by:
Related Material: Teacher Laptops.pdf

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

Submitter Information

Full Name: Marisol Magana
Position/Title: Director
Department: Health $ School Support Services
Date of Submission (MM/DD/YYYY): 5/14/24

Item Details

Title of Item: Teacher laptop replacement for AIPCS II
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☐ No

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

Financial Information (if applicable):

Total Cost: $ 45,838

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER III

Your Quote is ready.

Your personalized Quote is now available for purchase.

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

Order Now

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

Message from your Sales Rep

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

Regards,
Brent Shumpert

Shipping Group

Shipping To

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

Shipping Method

Standard Delivery

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

Dell Marketing LP. U.S. only. Dell Marketing LP. is located at One Dell Way, Mail Stop 8129, Round Rock, TX 78682
Powered by BoardOnTrack

*DBC as low as $1500 / month^*

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

License Subtotal for Commitment Term: $0.00
*Excludes Taxes

Flexible Payment Solutions

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



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Powered by BoardOnTrack

Shipping Group Details

Shipping To

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

Shipping Method

Standard Delivery

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

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

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

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

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Important Notes

Terms of Sale

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

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

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

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

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

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

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

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

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

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Payment solutions provided and serviced by Dell Financial Services L.L.C. or its affiliate or designee ("DFS") for qualified customers. Offers may not be available or may vary in certain countries. Where available offers may be changed without notice and are subject to product availability, applicable law, credit approval, documentation provided by and acceptable to DFS and may be subject to minimum transaction size. Offers not available for personal, family or household use. Dell Technologies and the Dell Technologies logo are trademarks of Dell Inc. Restrictions and additional requirements may apply to transactions with governmental or public entities. Rates are based upon the final amount, configuration and specification of the supplied equipment. Interim rent may apply and be due in the first payment cycle. The quote is exclusive of shipping costs, maintenance fees, filing fees, licensing fees, property or use taxes, insurance premiums and similar items, which shall be for lessee's account. CALIFORNIA: Loans made or arranged pursuant to California Finance Lenders Law license #6037884. **FINANCE LEASE: At the end of the initial Finance Lease term, lessee may 1) purchase the equipment for $1 or 2) return the equipment to DFS. **FAIR MARKET VALUE ("FMV") LEASE:** At the end of the initial FMV Lease term, lessee may 1) purchase the equipment for the then FMV, 2) renew the lease or 3) return the equipment to DFS.

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

Dell Marketing LP. U.S. only. Dell Marketing LP. is located at One Dell Way, Mail Stop 8129, Round Rock, TX 78682

Coversheet

Kitchen Exhaust Fan Hood Installation

Section:	V. Action Items
Item:	I. Kitchen Exhaust Fan Hood Installation
Purpose:	Vote
Submitted by:	
Related Material:	Janitorial Contract for Services Cover Letter.pdf CK2024-47 Kitchen Exhaust Fan Hood Installation.xlsm.pdf

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

Submitter Information

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

Item Details

Title of Item: New Janitorial Contract for services at High school and 12th Street
Is this item a:
- [x] New Submission
- [ ] Renewal

If Renewal: Please summarize any changes from the previous submission:
Rojas resigned as 4/19/2024 Green Source Janitorial will provide services
month though mid July or until in-house personal can be hired

Approvals

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

Committee Review

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

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
- [ ] Yes
- [ ] No

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

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?
- [ ] Yes
- [ ] No

Please specify in which plan this expense is indicated:
- [ ] SPSA
- [ ] LCAP
- [ ] Other:

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

BAY CITY MECHANICAL SERVICE

PROPOSAL FOR SERVICES

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

American Indian Public Charter School
Attn: Jason Perry
171 12th Street
Oakland, CA 94607
Phone: 510-893-8701 E-mail: jason.perry@aimsk12.org

May 14, 2024

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

Project Name: **Kitchen Exhaust Fan Hood Installation**

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

Area(s) Affected: Kitchen in the Cafeteria

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

Submitted By:

Celise Knox
By

Account Manager
Title

Executed By:

Signature Date

Print Name / Title

$
Approved Project Amount

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

Attachments:
Scope of Services Terms and Conditions

Check if required:
□ **Certified Payroll Required** □ **Davis-Bacon Required** □ **Performance Bonds Required**

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BAY CITY MECHANICAL SERVICE

SCOPE OF SERVICES

Base Scope of Work

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

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

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

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

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

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

Base Project Amount: $ 29,997

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Bay City Mechanical Service, LLC
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Richmond, CA 94804
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TERMS AND CONDITIONS

GENERAL CONDITIONS

A. Each sentence or paragraph of the Terms and Conditions of the Agreement between Customer and Contractor - Proposal For Services shall be construed as an express term or condition of this Contract.

B. Issuance of Purchase Order or other communication by Customer authorizing Contractor to perform the Scope of Work will constitute acceptance of each and every term and condition of this Contract. Any additional terms or conditions stated in Customer's Purchase order, or other communication accepting this Contract shall not be valid under any circumstances unless specifically approved by written response of Contractor. Failure to respond by Contractor shall be deemed a denial of any additional terms or conditions stated in Customer's acceptance.

C. Contractor shall comply with Federal, State, and Local laws.

D. Any claim against Contractor alleging any breach of this Contract or asserting negligence by Contractor must be initiated no later than one (1) year after Contract Completion.

E. Contract Completion shall be the date on which Contractor's work is completed, as distinguished from the date of Customer's Acceptance thereof.

F. Contractor shall advise Customer of the completion of the work. Upon Customer's prompt inspection and notice to Contractor of any work not in accordance with this Contract, Contractor will correct such work. Customer's inspections shall be performed in sequence with Contractor's work progress, so as to avoid delay. If Customer fails to give such notice to Contractor within seventy-two (72) hours from notice of Contract Completion, Contractor's performance shall be deemed to be completed.

G. If Contractor claims it is required to change the method, manner, or sequence of construction, Contractor shall notify the Customer in writing of such claim and if requested, Contractor shall provide Customer with a brief report. Contractor reserves the right to obtain a reasonable Change Order for costs or work associated with such changes.

H. Contractor shall maintain Worker's Compensation and General Liability insurance in limits required by state law. Contractor will furnish appropriate Insurance Certificates as requested. Owner agrees that Contractor's total liability shall not exceed the total amount recoverable from the coverage specified by such Insurance Certificates.

I. Contractor accepts no liability to indemnify or hold Customer harmless for claims or damages to persons or property, except to the extent that such damages occur during performance of Contractor's work, and are the direct result of Contractor's negligent error or omission. Customer understands and agrees that Contractor shall have no responsibility at any time after completion of the work for damages of any kind to persons or property.

J. Contractor assumes no responsibility for design, structural adequacy, or compliance of the structure with building codes. If "professional" design services are necessary, Customer shall be responsible for the results of such services, whether or not such services are provided in relation to this Contact.

K. Contractor is not responsible for items not normally subject to mechanical maintenance including but not limited to: duct work, casings, cabinets, fixtures, structural supports, grillage, water piping, steam piping, drain piping, cooling tower fill, boiler tubes, boiler refractory, disconnect switches, and circuit breakers. Contractor is not responsible for repairs, replacements, alterations, additions, adjustments, repairs by others, vandalism, obsolesce, building system design, damage due to freezing weather, chemical/electrochemical attack, corrosion, erosion, deterioration due to unusual wear and tear, any damages related to the presence of mold, fungi, mildew or bacteria, damages caused by power reductions or any other cause beyond Contractor's control. Contractor shall not be required to repair or replace equipment that has not been properly maintained.

L. Contractor is not responsible for the identification, detection, abatement, encapsulating or removal of asbestos, products or materials containing asbestos, similar hazardous substances, or mold, fungi, mildew or bacteria. In the event that Contractor encounters any of these hazardous materials in the course of performing the work, Contractor may suspend its work and remove its employees from the project until such product or hazardous material and any additional hazardous material connected with it are abated. Contractor shall receive an extension of time to compete its work and compensation for delays encountered as a result of such situation and its correction. Contractor shall not be required to perform tests, install any items of equipment or make modifications that my be recommended or directed by insurance companies, government, state, municipal or other authority. However, in the event any such recommendations occur, Contractor, at its option may submit a proposal for Customer's consideration in addition to this Agreement.

M. The price for this Contract includes Contractor's labor, trade work, supervision, equipment, and materials necessary to perform the Contract according to conditions which could be reasonably anticipated by HVAC tradespersons visually examining the job site. If latent conditions cause delay or require unanticipated cost or expense in the performance of the Contract, Contractor shall promptly notify Customer of such conditions in writing. Contractor shall charge for such additional services or rework, and be compensated as authorized by a Change Order to this Contract.

N. The Contract Price is based on Contractor's estimated costs and expenses in effect as of this proposal date. Should costs or expenses not under the control of the Contractor increase during the performance of Contractor's work, Contractor shall promptly notify Customer of its additional costs or expenses. Contractor shall charge for such additional costs and expenses, and be compensated as if authorized by a Change Order to this Contract.

O. Customer shall not require Contractor to become a party to or comply with any terms or conditions of any collective bargaining agreement.

DUTIES AND RESPONSIBILITIES OF OWNER

P. Customer represents to Contractor that the building and the roof deck on which the installation is to be made is in a sound, load-bearing condition, sufficient for the project conditions for Contractor's work. Customer represents that the building's structure will be adequate for Contractor's work. Customer will inform Contractor in writing of any latent or other conditions which could affect the Contractor's work.

Q. Customer shall provide the following:

1. Safe and reasonable equipment access and a safe work environment.
2. Permit access to Customer's site and use of building services including but not limited to: water, elevators, receiving dock facilities, electrical service and local telephone service.
3. Keep areas adjacent to equipment free of extraneous material, move any stock, fixtures, walls, partitions or furniture that may be necessary to perform the specified service.
4. Promptly notify contractor of any unusual operating conditions.

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TERMS AND CONDITIONS

DUTIES AND RESPONSIBILITIES OF OWNER

5. Upon agreement of a timely mutual schedule, allow Contractor to stop and start equipment necessary to perform service.

6. Provide adequate water treatment.

7. Provide the daily routine equipment operation (if not part of this Agreement) including availability of routine equipment log readings.

8. Where Contractor's remote monitoring service is provided, provide and maintain a telephone line with long distance direct dial and answer capability.

9. Promptly address any issues that arise related to mold, fungi, mildew or bacteria.

PAYMENT

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

WARRANTY

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

EQUIPMENT CONDITIONS & RECOMMENDED SERVICE

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

EXCLUSIONS

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

CONTRACT EXECUTION

V. This contract signed by both parties constitutes a final written expression of all the terms of this agreement and is a complete and exclusive statement of those terms, except as modified by written Change Orders agreed to by each party to this agreement.

W. Should this contract conflict with project specifications, this Contract shall govern. Should the Scope of Work conflict with the Manufacturer's Specifications, the Scope of Work shall govern. Should Drawings prepared by Contractor conflict with Manufacturer's Standard Construction Details, the Contractor's Drawings shall govern.

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Coversheet

Addendum to Agreement to Provide Food Service

Section:	V. Action Items
Item:	J. Addendum to Agreement to Provide Food Service
Purpose:	Vote
Submitted by:	
Related Material:	Addendum to Agreemnt to Provide Lunch Service Cover Letter.pdf Addendum to Agreement to Provide Food Service.pdf

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

Submitter Information

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

Item Details

Title of Item: FY 24-25 Addendum Lunch Masters (Nob Hill Catering) AIMS Nutrition Ser
Is this item a:
- ☐ New Submission
- ☑ Renewal

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

Approvals

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

Committee Review

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

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Addendum will go to finance committee and governance for review 5/21/24

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
- ☐ Yes ☑ No

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

Financial Information (if applicable):

Total Cost: $ 550,000

Is this expenditure included in the annual budget?
- ☑ Yes ☐ No

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

CONTRACT EXTENSION ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

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

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

1. Addendum Purpose:

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

2. Service Agreement Period:

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

3. Pricing:

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

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

4. Additional Pricing Disclosures:

a) Meals for Staff Members: PRICED UPON REQUEST.

b) Soymilk per meal: (non-medically and medically required): PRICED UPON REQUEST.

c) Meal labels: PRICED UPON REQUEST.

d) Certified Gluten Free Meals are available for order with a signed doctor's note. PRICED UPON REQUEST.

e) If a minimum of **100 Lunch Meals per day per delivery** cannot be maintained, a delivery fee of $100.00 per day per site will need to be added to the weekly / monthly invoices.

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

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

Attachment M

Buy American/California Certification Form

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

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

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

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

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

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

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

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

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

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

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

1. The bid or price of the nondomestic agricultural food product is more than 25 percent lower than the bid or price of the domestic agricultural food product.

2. The quality of the domestic agricultural food product is inferior to the quality of the agricultural food product grown, packed, or produced non-domestically.

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

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

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

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

2. The quality of the California-grown agricultural food product is comparable to that domestic agricultural food product produced outside the state.

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

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

BUY AMERICAN/CALIFORNIA CERTIFICATION FORM
FOR FOOD PURCHASES

SFAName: American Indian Schools

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

The vendor must include all component items proposed by the company that do not meet the definition of "domestic". This document must be included as a part of the proposal.
This form also includes additional requirements for Child Nutrition Programs in the State of California. Read the requirements carefully and submit the Buy American/California Certification form with your bid.

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

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

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

Company Name:

Signature: 
Title: CFO
Date: 4/4/2024

SFA Name:

Approval: _____
Date:

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

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

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1. LOBBYING

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

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

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

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

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

Disclosure Of Lobbying Activities and Instructions

Approved by OMB

No. 0348-0046

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

(See next page for public burden disclosure)

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

	$
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): N/A	c. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI) N/A
11. Information requested through this form is authorized by Title 31 *U.S.C.* Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 *U.S.C.* 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Signature: Print Name: MICHAEL GIURLEO Title: GENERAL MANAGER Telephone No: (530) 596-8208 EXT: 1101 Date: 4/4/2024
FEDERAL USE ONLY:	*Authorized for Local Reproduction* Standard Form (SF—LLL (Rev. 7-97)

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

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

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

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

Debarment, Suspension, and Other Responsibility Matters

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

A. The contractor certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

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

NOB HILL CATERING INC. DBA THE LUNCHMASTER

Contractor/Company Name

Award Number, Contract Number, or Project Name

MICHAEL GONZEUS, GENERAL MANAGER

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

4/4/2024

Signature(s)

Date

Certificate of Independent Price Determination

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

The LunchMaster

Name of VENDOR

Name of SFA

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

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

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

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

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

Signature of VENDOR's Authorized Representative	Title	Date
[signature]	General Manager	4/4/2024

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

Signature of SFA's Authorized Representative	Title	Date

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

BYRD ANTI-LOBBYING AMENDMENT CERTIFICATION

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

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

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

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

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

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

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

Signature of Contractor's Authorized Official

GIOVANNI MACHADO, G.M

Name and Title of Contractor's Authorized Official

4/4/2024

Date

Coversheet

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

Section:	V. Action Items
Item:	K. AIMS MS/AIPCS II - ELOP Budget & Prgram Details Update
Purpose:	Vote
Submitted by:	
Related Material:	AIMS MS:AIPCS II - ELOP Budget Program Details Update.pdf

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

Submitter Information

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

Item Details

Title of Item: AIMS MS/AIPCS II - ELOP Budget & Program Details - Update
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:
Finance committee will need to approve
If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

Total Cost: $ AIMS MS - $184,059 AIPCS II - $1,638,252
Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ELOP

ELO-P BUDGET PLANNING SPREADSHEET (Updated May 2024)

MIDDLE SCHOOLS 2023-2024

Site Name:	**AIMS College Prep Middle School**		**ELOP**
Average # of students to be served daily (ADA): 40			School Site
	TOTAL GRANT AWARD		
MEALS, TRANSPORTATION, LODGING			
	Transportation		$5,360
	Adimission/Lodging		$9,782
	Afterschool Snacks		$1,650
	Non instructional Day Meals		$6,120
	Total		**$22,912**
PERSONNEL			
	Program Coordinator		$1,000
	Program Instructor/Club Advisor - Before School		$638
	Program Instructor/Club Advisor - After School		$7,163
	Program Instructor/Club Advisor - Non-Instructional Day		$33,975
	Program Supervisor		$4,740
	Total personnel		**$45,878**
BENEFITS			
3000's	Employee (rate: 25%)		$11,469
	Total benefits		**$11,469**
BOOKS AND SUPPLIES			
6141	Supplies (Yearbook, classroom materials and supplies)		$2,600
6270	Professional Develpment		$0
	Total books and supplies		**$2,600**
CONTRACTED SERVICES			
6245	Contractors (Air Reading)		$101,200
	Total services		**$101,200**
IN-KIND DIRECT SERVICES			
	ASES - In Kind		
	Total services		
	Subtotals		**$184,059**
	Total		**$184,059**

ELO-P BUDGET PLANNING SPREADSHEET (Updated May 2024)

MIDDLE SCHOOLS 2023-2024

Site Name:	**American Indian Public Charter School II (K-8)**		**ELOP**
Average # of students to be served daily (ADA): 200			School Site
	TOTAL GRANT AWARD		
MEALS, TRANSPORTATION, LODGING			
	Transportation		$48,243
	Adimission/Lodging		$88,036
	Afterschool Snacks		$14,850
	Non instructional Day Meals		$55,080
	Total		**$206,208**
PERSONNEL			
	Program Coordinator		$7,000
	Program Instructor/Club Advisor - Before School		$5,738
	Program Instructor/Club Advisor - After School		$64,463
	Program Instructor/Club Advisor - Non-Instructional Day		$305,775
	Program Supervisor		$42,660
	Total personnel		**$425,635**
BENEFITS			
3000's	Benefits (rate: 25%)		$106,409
	Total benefits		**$106,409**
BOOKS AND SUPPLIES			
6141	Supplies (Yearbook, classroom materials and supplies)		$50,000
6270	Professional Develpment		$0
	Total books and supplies		**$50,000**
CONTRACTED SERVICES			
6245	Contractors (Air Reading)		$750,000
6245	Other contractors		$75,000
	Total services		**$825,000**
IN-KIND DIRECT SERVICES			
	ASES - In Kind		$25,000
	Total services		**$25,000**
	Subtotals		**$1,638,252**
	Total		**$1,638,252**

Updated (May - 2024) - Expanded Learning Opportunity Program Details

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

Coversheet

ESSER III Plan Update AIMS College Prep High School

Section: V. Action Items
Item: L. ESSER III Plan Update AIMS College Prep High School
Purpose: Vote
Submitted by:
Related Material: ESSER III Plan Update AIMS College Prep High School.pdf

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

Submitter Information

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

Item Details

Title of Item: ESSER III Plan Update - AIMS College Prep High School
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

Total Cost: $ $166,000

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER III

California Department of Education
July 2021

ESSER III Expenditure Plan

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

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

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

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

[$853,009]

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	[$57,000]
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	[$85,300]
Use of Any Remaining Funds	[$18,720]

Total ESSER III funds included in this plan

[$166,000]

Community Engagement

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

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

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

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

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

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

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

[$57,000]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 4.6	PPE, Masks	Masks and PPE will be available for staff and students.	$6,000
LCAP 4.6	Air Filters	Filter for the air purifiers	$2,000
[Plan, Goal #, Action #]	Medical supplies, CPR First Aid, Hearing Test Equipment	Medical supplies to maintain the health and safety of students, educators, and other staff. Staff will go through a CPR and First Aid Training Hearing Equipment to conduct hearing tests for students	$7,000
[Plan, Goal #, Action #]	First Aid Kits	Update all of the first aid kits with supplies and replace any missing kits	$2,000
[Plan, Goal #, Action #]	Health Coordinator	The Health Coordinator will help to provide basic assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement.	$40,000

Addressing the Impact of Lost Instructional Time

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

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

[$85,300]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.3	Instructional Materials and Supplies	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, class materials and supplies.	$20,000
[Plan, Goal #, Action #]	Attendance Incentives	Student attendance incentives, school SWAG, events, and activities for student engagement and outreach.	$40,000
	Schoology	Learning management system used to provide support for online learning and classroom support.	$6300
	Math & ELA Lab	Expanded learning opportunities, summer enrichment activities, and summer bridge program created to address learning loss and provide additional support to students in core subjects ELA, Math, Science, and Social Science.	$19,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

[$23,700]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 4.10	Maintenance/Inventory Software	AIMS will use software to track maintenance requests and also track school inventory.	$4,980
[Plan, Goal #, Action #]	Network upgrade	Upgrading the network switches and wireless access points. Consulting fee for network configuration and equipment installation	18,720

Ensuring Interventions are Addressing Student Needs

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

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

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

- 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

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

Section:	V. Action Items
Item:	M. ESSER III - Plan Update - American Indian Public Charter School II
Purpose:	Vote
Submitted by:	
Related Material:	ESSER III - Plan Update - American Indian Public Charter School II.pdf

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

Submitter Information

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

Item Details

Title of Item: ESSER III - Plan Update - American Indian Public Charter School II
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

Total Cost: $ $1,279,550

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER III

California Department of Education
July 2021

ESSER III Expenditure Plan

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

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

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

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

$1,706,933

Plan Section	Total Planned ESSER III Expenditures
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 Laptops for teachers and support staff Furniture IT Inventory Temp School Specialty-Student desks	$450,545
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 Student Chromebooks ~~Illuminate~~ Learning Ally Learning A-Z Instructional Materials and Supplies Attendance Incentives	$824,025
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.

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

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

~~$452,756~~ ($450545)

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

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

Addressing the Impact of Lost Instructional Time

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

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

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

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

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

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

$4980

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

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

Ensuring Interventions are Addressing Student Needs

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

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

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

- 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

ESSER III - Plan Update - AIMS College Prep Middle School

Section:	V. Action Items
Item:	N. ESSER III - Plan Update - AIMS College Prep Middle School
Purpose:	Vote
Submitted by:	
Related Material:	ESSER III - Plan Update - American Indian Public Charter School II.pdf

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

Submitter Information

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

Item Details

Title of Item: ESSER III - Plan Update - American Indian Public Charter School II
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

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

Financial Information (if applicable):

Total Cost: $ $1,279,550

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER III

California Department of Education
July 2021

ESSER III Expenditure Plan

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

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

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

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

$1,706,933

Plan Section	Total Planned ESSER III Expenditures
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 Laptops for teachers and support staff Furniture IT Inventory Temp School Specialty-Student desks	$450,545
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 Student Chromebooks ~~Illuminate~~ Learning Ally Learning A-Z Instructional Materials and Supplies Attendance Incentives	$824,025
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.

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

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

~~$452,756~~ ($450545)

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

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

Addressing the Impact of Lost Instructional Time

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

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

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

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

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

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

$4980

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

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

Ensuring Interventions are Addressing Student Needs

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

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

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

- 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

Educator Effectiveness Block Grant 2023-2024

Section: V. Action Items
Item: O. Educator Effectiveness Block Grant 2023-2024
Purpose: Vote
Submitted by:
Related Material: AIPCS II Educator Effectiveness Cover Letter.pdf
AIPCS II - EEBG Update 2023-2024.docx.pdf

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

Submitter Information

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

Item Details

Title of Item: AIPCS II - Educator Effectiveness Grant Plan Update
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 5/31/24

Financial Information (if applicable):

Total Cost: $ $140,648

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

EDUCATOR EFFECTIVENESS BLOCK GRANT 2021
EXPENDITURE PLAN TEMPLATE

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

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

EC 41480
(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

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

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

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

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

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

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

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
~~Intervention Aide~~	~~$ 22,000~~	~~22, 000~~	~~$22, 000~~			~~$66.000~~
<Add table rows as necessary>						
Subtotal for this section	**~~$22, 000~~**	**~~$22,000~~**	**~~$22,000~~**			**~~$66,000~~**

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

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

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

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

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

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

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

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

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

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

Subtotal for this section	**$**	**$**	**$**	**$**		

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

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

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

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

SUMMARY OF EXPENDITURES

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

Total planned expenditures by the LEA:
$ 140,648.00

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

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