



AIMS K-12 College Prep Charter District

AIMS Board Meeting

Date and Time

Tuesday April 23, 2024 at 6:45 PM PDT

Location

171 12th St. Oakland, CA 94607

Teleconference location: 2450 Washington Ave., Suite 100, San Leandro, CA 94577

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

Join Zoom Meeting

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

Meeting ID: 331 112 8694

Passcode: 0EjSCZ

One tap mobile

+17193594580,,3311128694#,,,,*076927# US

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

Dial by your location

• +1 719 359 4580 US

Meeting ID: 331 112 8694

Passcode: 076927

Find your local number: <https://us02web.zoom.us/j/3311128694>

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:45 PM
Opening Items			
A.	Call the Meeting to Order	Chris Edington	
B.	Record Attendance and Guests	Barbara Pemberton	1 m
C.	Adoption of Agenda	Vote Chris Edington	1 m
D.	Public Comment on Agenda Items		10 m
	Public comment on agenda Items is set aside for members of the public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond or take action in response to public comment, except that the Board may ask clarifying questions or direct staff. Comments are limited to two (2) minutes per person, and the total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes for agenda items, 10 minutes for non-agenda items, and 10 minutes for closed session items).		
E.	Public Comment on Non-Agenda Items		10 m
	Public comment on non-agenda Items is set aside for members of the public to address the items not on the Board's agenda. The Board of Directors will not respond to or take action in response to public comment, except that the Board may ask clarifying questions or direct staff. Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes for agenda items, 10 minutes for non-agenda items, and 10 minutes for closed session items).		
II. Approve Board Meeting Minutes			7:07 PM
A.	AIMS Board Meeting: February 27, 2024	Approve Minutes	1 m

	Purpose	Presenter	Time
B. AIMS Special Board Meeting: March 26, 2024	Approve Minutes		
III. Information (Non-Action) Items			7:08 PM
A. President's Report	FYI	Chris Edington	3 m
B. Superintendent's Report	FYI	Superintendent Woods-Cadiz	3 m
C. Staff Reports	FYI		15 m
Data and Academic Performance March 2024 (C. Ahmad) Marketing, Communications and Recruitment (S. Chu) AIPCS Credentials Update (M. Magana) Special Education Report (D. Woods) Compliance Tool Guidance FY 24-25 (T. Tung) K-12 School Report (N. Glass)			
D. Corrective Action Plan Review (M. Bowers)	Discuss		
E. Paycom Presentation		Tiffany Tung	
F. Board Goals Discussion		Chris Edington	5 m
G. AIPCS Goals Discussion		Superintendent Woods-Cadiz and Director Glass	5 m
H. California Healthy Kids Survey (CHKS) - Survey Data		Director Magana	5 m
I. Enrollment data disaggregated by school, ethnicity, percentage of foster youth, percentage of homeless youth, and percentage of special education students for 2022-2023 and 2023-2024	Discuss	Marisol Magana	5 m
J. Credentialing information	Discuss	Marisol Magana	3 m
K. Lottery description and outcome	Discuss	Mayra Contreras	3 m
L. SB 740 - Charter School Facility Grant Program	Discuss	Marisol Magana	2 m

	Purpose	Presenter	Time
M. AIPCS II - Permit Submission	Discuss	Marisol Magana	
N. Budget Development Workshop	Discuss	Katema Ballentine	3 m
O. Nutrition FRL Mandated Training	Discuss	Tiffany Tung	2 m
IV. Closed Session			8:02 PM
A. Public Comment on Closed Session Items	FYI		10 m
<p>Public comment on closed session items is set aside for members of the public to address items on the Board’s agenda for closed session. The Board of Directors will not respond or take action in response to public comment, except that the Board may ask clarifying questions or direct staff. Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes for agenda items, 10 minutes for non-agenda items, and 10 minutes for closed session items.</p>			
B. Recess to Closed Session	Discuss		30 m
<p>Closed Session Items:</p> <p>1. Pursuant to the Brown Act (Government Code Section 54957.6), the following items will be discussed in closed session:</p> <p>PUBLIC EMPLOYEE PERFORMANCE EVALUATION Title: Director of Schools</p> <p>PUBLIC EMPLOYEE PERFORMANCE EVALUATION Title: Dean of Students</p> <p>PUBLIC EMPLOYEE PERFORMANCE EVALUATION Title: Head of Academics</p> <p>PUBLIC EMPLOYEE PERFORMANCE EVALUATION Title: High School Teacher</p>			
C. Report from Closed Session	FYI		2 m
<p>- Board President, Mr. Chris Edington</p>			
V. Consent Calendar			8:44 PM

	Purpose	Presenter	Time
A. Job Descriptions Compliance Manager Ombudsperson	Vote	Tiffany Tung	
B. Board Policies Board Policy - Title IX, Harassment, Intimidation, Discrimination, And Bullying Universal Complaint			
C. AIMS Salary Schedule PROPOSED FY 24-25	Vote	Tiffany Tung	
D. Technology Agreement	Vote	Marisol Magana	
E. SB-740 Charter School Facility Grant Program	Vote	Marisol Magana	
F. PowerSchool SIS	Vote	Marisol Magana	
G. 2024-2025 School Calendar	Vote	Marisol Magana	
H. Cal-Shape	Vote	Marisol Magana	
I. Enroll Oaks MOU	Vote	Marisol Magana	
J. 23-24 Contract Submission	Vote	Tiffany Tung	
K. Temporary Contract Custodial Services	Vote	Jason Perry	3 m
VI. Action Items			8:47 PM
A. Agreement With Campus Safety Group	Vote	Marisol Magana	1 m
B. Approval of Granting Service Credit for College Instruction		Tiffany Tung	5 m
C. Date of Board Town Hall Meeting		Chris Edington	5 m
VII. Closing Items			8:58 PM
A. Adjourn Meeting	FYI		
B. NOTICES	FYI	Barbara Pemberton	

The next regular meeting of the Board of Directors is scheduled to be held on the third Tuesday if the month, May 21, 2024, at 6:45 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has

Purpose

Presenter

Time

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

I, Barbara Pemberton, hereby certify that I posted this agenda on the AIMS website at www.aimsk12.org, on April 20, 2024, before 6:45 PM.

Certification of Posting

Coversheet

AIMS Board Meeting: February 27, 2024

Section: II. Approve Board Meeting Minutes
Item: A. AIMS Board Meeting: February 27, 2024
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for AIMS Board Meeting on February 27, 2024

APPROVED



AIMS K-12 College Prep Charter District

Minutes

AIMS Board Meeting

Date and Time

Tuesday February 27, 2024 at 6:45 PM

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>

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One tap mobile

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Dial by your location

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Directors Present

C. Edington, J. Hinton-Hodge

Directors Absent

J. Colly, S. Leung

Guests Present

B. Pemberton, M. Woods-Cadiz (remote)

I. Opening Items

A. Call the Meeting to Order

C. Edington called a meeting of the board of directors of AIMS K-12 College Prep Charter District to order on Tuesday Feb 27, 2024 at 6:48 PM.

B. Record Attendance and Guests

C. Adoption of Agenda

Item withdrawn, no action taken.

D. Public Comment on Agenda Items

No comment

E. Public Comment on Non-Agenda Items

No comment

II. Approve Minutes

A. AIMS Special Board Meeting: January 16, 2024

Item withdrawn, no action taken.

B. AIMS Special Board Meeting: February 12, 2024

Item withdrawn, no action taken.

III. Non-Action Items

A. President's Report

Nothing to report

B. Superintendent's Report

Nothing to report

C. Presentation of Document Retention System-Epicenter

The presentation was given

D. Presentation of HR Mineral System

Item withdrawn

E. Presentation of Paycom System

The presentation was given

F. Staff Reports

The reports were presented

IV. Consent Calendar

A. School Psychologist Contract 2023-2024 School Year

Item withdrawn, no action taken.

B. Powerschool - Naviance Premium Agreement

Item withdrawn, no action taken.

C. Schoology Agreement

Item withdrawn, no action taken.

D. Campus Safety Group Agreement

Item withdrawn, no action taken.

E. 2023-24 ESSER III

Item withdrawn, no action taken.

F. ELOP Employee Compensation Proposal

Item withdrawn, no action taken.

G. K-12 Parent Engagement Policy and Compact 2023-2024

Item withdrawn, no action taken.

H. SpEd Transportation Board Policy

Item withdrawn, no action taken.

V. Action Items

A. 2023-2024 Contract Submission

Item withdrawn, no action taken.

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

Item withdrawn, no action taken.

C. 2023-24 SPSA Update

Item withdrawn, no action taken.

D. SARC AIPCS II - School Accountability Report Card

Item withdrawn, no action taken.

E. SARC MS - School Accountability Report Card

Item withdrawn, no action taken.

F. SARC HS - School Accountability Report Card

Item withdrawn, no action taken.

G. Comprehensive Safe School Plan (CSSP) 171 12th Street

Item withdrawn, no action taken.

H. Comprehensive Safe School Plan (CSSP) Lakeview

Item withdrawn, no action taken.

I. Second Interim FY2023/2024

Item withdrawn, no action taken.

J. Final Audit Report 2023

Item withdrawn, no action taken.

K. Measure G1 Parcel Tax

Item withdrawn, no action taken.

L.

Independent Auditor Selection

Item withdrawn, no action taken.

M. Student Participation in Board Committees

This was a discussion item that not require a vote.

VI. Closed Session

A. Public Comment on Closed Session Items

No comment

B. Recess to Closed Session

Board exited to closed session

C. Report from Closed Session

Nothing to report

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:12 PM.

Respectfully Submitted,
C. Edington

B. NOTICES

None

Coversheet

AIMS Special Board Meeting: March 26, 2024

Section: II. Approve Board Meeting Minutes
Item: B. AIMS Special Board Meeting: March 26, 2024
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for AIMS Special Board Meeting on March 26, 2024

APPROVED



AIMS K-12 College Prep Charter District

Minutes

AIMS Special Board Meeting

Date and Time

Tuesday March 26, 2024 at 6:45 PM

Location

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Directors Present

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

Directors Absent

None

Guests Present

B. Pemberton, M. Woods-Cadiz

I. Opening Items

A. Call the Meeting to Order

C. Edington called a meeting of the board of directors of AIMS K-12 College Prep Charter District to order on Tuesday Mar 26, 2024 at 7:05 PM.

B. Record Attendance and Guests

C. Adoption of Agenda

C. Edington made a motion to approve.
J. Hinton-Hodge seconded the motion.
The board **VOTED** to approve the motion.

D. Public Comment on Agenda Items

No comment.

E. Public Comment on Non-Agenda Items

Public comment was given.

II. Approve Board and Committee Meeting Minutes

A. AIMS Special Board Meeting: January 3, 2024

J. Hinton-Hodge made a motion to approve the minutes from AIMS Special Board Meeting 01-o3-2024.

C. Edington seconded the motion.
The board **VOTED** to approve the motion.

B. AIMS Special Board Meeting: January 16, 2024

J. Hinton-Hodge made a motion to approve the minutes from AIMS Special Board Meeting on 01-16-24.

C. Edington seconded the motion.
The board **VOTED** to approve the motion.

C. AIMS Special Board Meeting: February 12, 2024

J. Hinton-Hodge made a motion to approve the minutes from AIMS Special Board Meeting on 02-12-24.

C. Edington seconded the motion.
The board **VOTED** to approve the motion.

D. Finance Committee Meeting: February 27, 2024

J. Hinton-Hodge made a motion to approve the minutes from Finance Committee Meeting on 02-27-24.

C. Edington seconded the motion.
The board **VOTED** to approve the motion.

E. AIMS Special Board Meeting: March 1, 2024

J. Hinton-Hodge made a motion to approve the minutes from AIMS Special Board Meeting on 03-01-24.

C. Edington seconded the motion.
The board **VOTED** to approve the motion.

III. Information (Non-Action) Items

A. President's Report

A report was given on phasing in the use of the Associated Press Style Guidebook for written communications.

B. Superintendent's Report

A report was given on the accomplishments and activities of February and March 2024.

C. Staff Reports

Staff reports were give as follows:

- AIMS K-12 ADA Report 2019 - 2024
- AIPCS II - Credentials March 2024

- Data and Academic Performance March 2024
- Compliance FY24
- U.S. Supreme Court Gives School Board Members Back Control of Their Personal Social Media

IV. Consent Calendar

A. 2023-2024 Employee Contracts

C. Edington made a motion to approve.
J. Hinton-Hodge seconded the motion.
The board **VOTED** to approve the motion.

B. Job Descriptions

C. Edington made a motion to approve.
J. Hinton-Hodge seconded the motion.
The board **VOTED** to approve the motion.

C. Powerschool - Naviance Premium

C. Edington made a motion to approve.
J. Hinton-Hodge seconded the motion.
The board **VOTED** to approve the motion.

D. Powerschool LMS Subscription

C. Edington made a motion to approve.
J. Hinton-Hodge seconded the motion.
The board **VOTED** to approve the motion.

E. AIMS MS/AIPCS II ELO-P Budget and Program Details

C. Edington made a motion to approve.
J. Hinton-Hodge seconded the motion.
The board **VOTED** to approve the motion.

V. Action Items

A. Recognition of Pledge of Donations

Pledges of donations were acknowledged.

VI. Closed Session

A. Public Comment on Closed Session Items

No comment

B.

Recess to Closed Session

The board returned from closed session at 9:06 pm.

C. Report from Closed Session

Nothing to report.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:07 PM.

Respectfully Submitted,
C. Edington

B. NOTICES

None

Coversheet

Superintendent's Report

Section: III. Information (Non-Action) Items
Item: B. Superintendent's Report
Purpose: FYI
Submitted by:
Related Material: _Superintendent Board Report April 2024.pdf

Superintendent Board Report

Reporting Period April 2024

Superintendent Maya Woods-Cadiz, AIMS K-12 College Prep Charter District



Update on OUSD Annual Site Visit

Successful Site Visits: All three AIMS K12 schools have undergone successful site visits by OUSD representatives. These visits provided an opportunity to showcase the vibrant engagement of our students and staff, alongside their strict adherence to assigned tasks.

Positive Feedback: Visitors lauded our impactful educational practices and the underlying theory of action that drives our success.

Fruitful Discussions: The visits facilitated valuable conversations about the work we do and its significant impact on our community.

Visit from OUSD Board Director Brouhard

Engagement with OUSD: Director Brouhard from the OUSD School Board made a notable visit to our schools, engaging in deep discussions about our strengths, areas of challenge, and the commendable efforts of our Special Education Department.

Meaningful Dialogue: The visit highlighted our commitment to excellence and the unique challenges we overcome to provide quality education.

Budgeting Retreat Overview

Special Commendations

Comprehensive Retreat Completed: A thorough Budgeting retreat was conducted, focusing on the development of our school budgeting processes.

Professional Development: Sessions on school budgeting were held to enhance the knowledge and skills of our staff.

Budgeting Meetings: These meetings were crucial in shaping the final budget presentation, which is scheduled to be presented to the board by June.

Kelly Minor: Ensured the retreat was focused and fostered community building in a productive and engaging way.

CBO Katema Ballentine: Planned the format, offered invaluable training on the specifics of school finance, and lead team collaborations for reflective budgeting.

Director Tiffany Tung: Introduced a fiscal accountability tool and provided guidelines for its operation.

Director Marisol Magana: Showcased a groundbreaking tool she designed to align our budget with strategic plans, promising a transformative approach to fund expenditure engagement.

Leadership Transition in Department

New Leadership: Jason Perry has been appointed as the new leader of the Facilities department, succeeding Director Marisol Magana.

Acknowledgment and Commendation: This transition reflects the evolving needs of our organization as both the needs of this departments and that of School Support have increased greatly and pays tribute to Director Magana's significant contributions as this work grew.

Conclusion and Questions

This report aims to succinctly highlight the key achievements and updates for the month of April, showcasing the dedication and progress of the AIMS K12 College Prep Charter District

Questions?

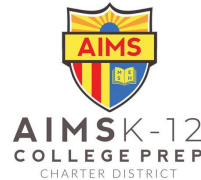
Coversheet

Staff Reports

Section: III. Information (Non-Action) Items
Item: C. Staff Reports
Purpose: FYI
Submitted by:
Related Material: Data and Academic Performance.pdf
Feb_Mar_Apr 2024 MarCom Dept Board Report.pdf
AIPCS II - Credentials April 2024.pdf
Special Ed Board Report.pdf
Budget Retreat Compliance FY24-25.pdf
April K-12 BOARD REPORT 2023 -2024.pdf

Data and Academic Performance Board Report April, 2024

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



SPED Project Results

RANK	School Name	Grade Band	# of SPED Students	SPED % of Overall School Population
3 schools with the highest SPED population				
1	Home and Hospital Program	K-12	10	83.30%
2	Grass Valley Elementary	K-5	66	37.70%
3	Street Academy Alternative High	9-12	23	33.30%
Schools with the lowest SPED population:				
1	Oakland International High	9-12	7	2.20%
2	AIMS College Prep High	9-12	15	3.50%
3	AIMS Elementary AIPCS II *includes AIPCS II MS**	K-8	29	4.60%
4	Francophone Charter School of Oakland	K-8	17	5.00%
5	Rudsdale Continuation High	9-12	18	5.70%
6	Gateway to College High at Laney College	9-12	5	6.60%
7	Horace Mann Elementary	K-5	14	7.30%
8	AIMS Middle School	6-8	17	7.60%



SPED Project

96 schools in Oakland were included in this project. AIMS High ranked at 95/96 and AIPCS II ranked at 94/96 in terms of having the lowest percentage of SPED students compared to general education students in the school.

AIMS Middle School came in at 89/96, the 89th lowest percentage of SPED students in the city compared to the school's total population

AIPCS II's SPED students scored the 9th highest in ELA out of 96 total schools

AIMS MS ranked 33/96 for ELA

AIMS HS data will not be presented for ELA as they had fewer than 11 SPED students take the test

AIPCS II's SPED students scored the 2nd highest out of 96 schools for mathematics

AIMS MS and AIMS HS data will not be presented for Math as they had fewer than 11 SPED students take the test

SPED ELA

Schools with highest ELA scores from SPED population					ELA SCORES
1	Crocker Highlands Elementary	K-5	40	9.50%	48.38%
2	Cleveland Elementary	K-5	48	12.90%	45.00%
3	Montclair Elementary	K-5	52	9.70%	44.83%
4	Chabot Elementary	K-5	75	13.20%	42.42%
5	Lincoln Elementary	K-5	80	11.30%	42.22%
6	Thornhill Elementary	K-5	43	11.20%	41.66%
7	Francophone Charter School of Oakland	K-8	17	5.00%	40.00%
8	Peralta Elementary	K-5	33	9.40%	40.00%
9	AIMS Elementary AIPCS II *includes AIPCS II MS**	K-8	29	4.60%	38.46%
10	Sequoia Elementary	K-5	54	12.00%	37.84%
	Clement Middle	K-8	61	10.70%	37.84%

SPED Math

Schools with Highest MATH scores for SPED population				Math Scores
1	Crocker Highlands Elementary	K-5	40 9.50%	54.84%
2	AIMS Elementary AIPCS II *includes AIPCS II MS**	K-8	29 4.60%	50%
3	Lincoln Elementary	K-5	80 11.30%	44.45%
4	Chabot Elementary	K-5	75 13.20%	42.42%
5	Montclair Elementary	K-5	52 9.70%	41.38%
6	Cleveland Elementary	K-5	48 12.90%	38.09%
7	AIMS Middle School	6-8	17 7.60%	In order to protect student privacy, data is suppressed because fewer than 11 students tested.
8	AIMS College Prep High	9-12	15 3.50%	In order to protect student privacy, data is suppressed because fewer than 11 students tested.



SPED Narrative

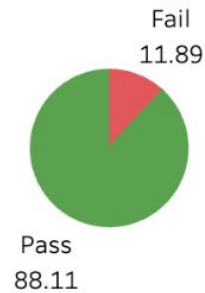
- Stanford Study: AIMS offers more instructional days based on proprietary algorithm
- AIMS had a rigorous and complete online program during Covid
- AIMS doesn't "over-identify" students and refer them to SPED without proper protocols such as SST's, teacher interviews/recommendations, benchmark assessments, and evaluations

Most Recent Student Progress Reports Summary

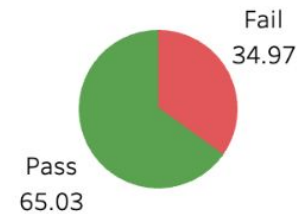


Class

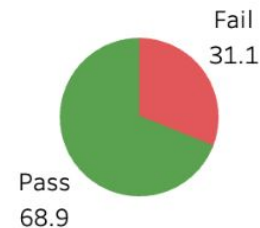
AIPCS 2



HS



MS



Illuminate Benchmarks - Achievement by Sub Groups 3rd Grade Math



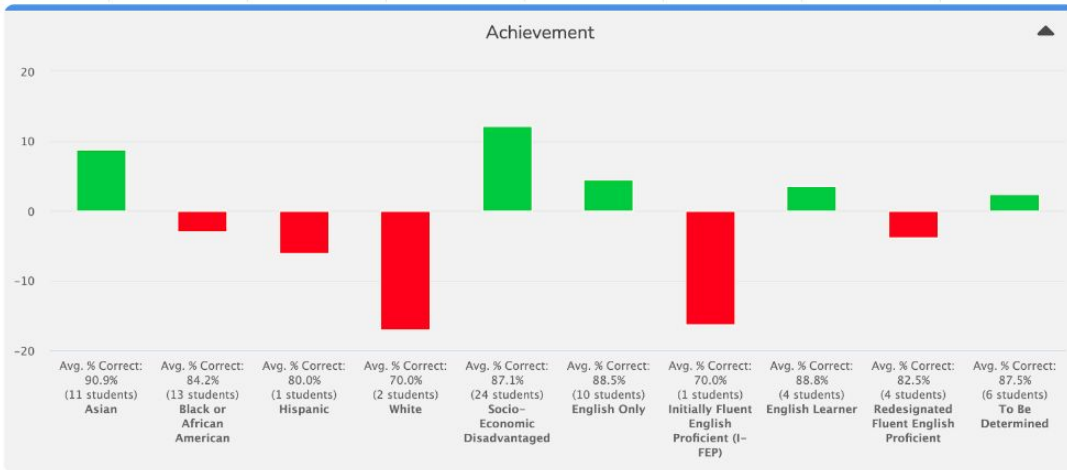
Category	Count	Percentage
Asian:	15	68.30%
Black:	20	59.80%
Hispanic:	2	52.10%
Native Hawaiiian & Pacific Islander:	1	33.30%
Special Ed:	6	68.10%
Socio-Economic Disadvantaged:	27	63.70%
English Only:	15	58.90%
English Learner:	5	52.50%
Redesignated Fluent English Proficient:	2	83.30%
To Be Determined:	9	74.50%

Illuminate Benchmarks - Achievement by Sub Groups 3rd Grade ELA



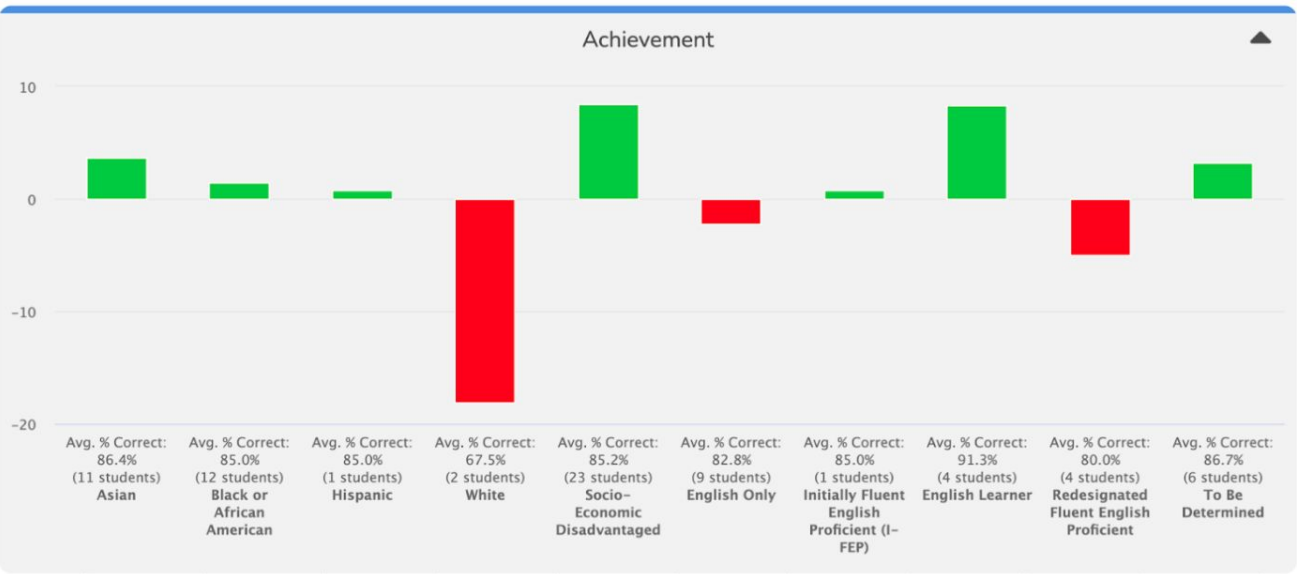
	Count	Percentage
Asian:	27	68.10%
Black:	40	63.80%
Hispanic:	3	25.00%
Native Hawaiian or Other Pacific Islander:	1	50.00%
White:	1	80.00%
Special Ed:	9	51.70%
Socio-Economic:	52	64.10%
English Only:	31	63.40%
Initially Fluent English Proficient (I-FEP):	2	67.50%
English Learner:	12	61.70%
Redesignated Fluent English Proficient:	3	85.00%
To Be Determined:	15	65.00%

Illuminate Benchmarks - Achievement by Sub Groups 4th Grade Math



Group	Percentage	Count
Asian:	90.90%	11
Black:	84.20%	13
Hispanic:	80%	1
White :	70%	2
Socio-Economic Disadvantaged:	87.10%	24
English Only:	88.50%	10
Initially Fluent English Proficient:	70%	1
English Learner :	88.80%	4
Redesignated Fluent English Proficient:	82.50%	4
To be Determined:	87.50%	5

Illuminate Benchmarks - Achievement by Sub Groups 4th Grade ELA



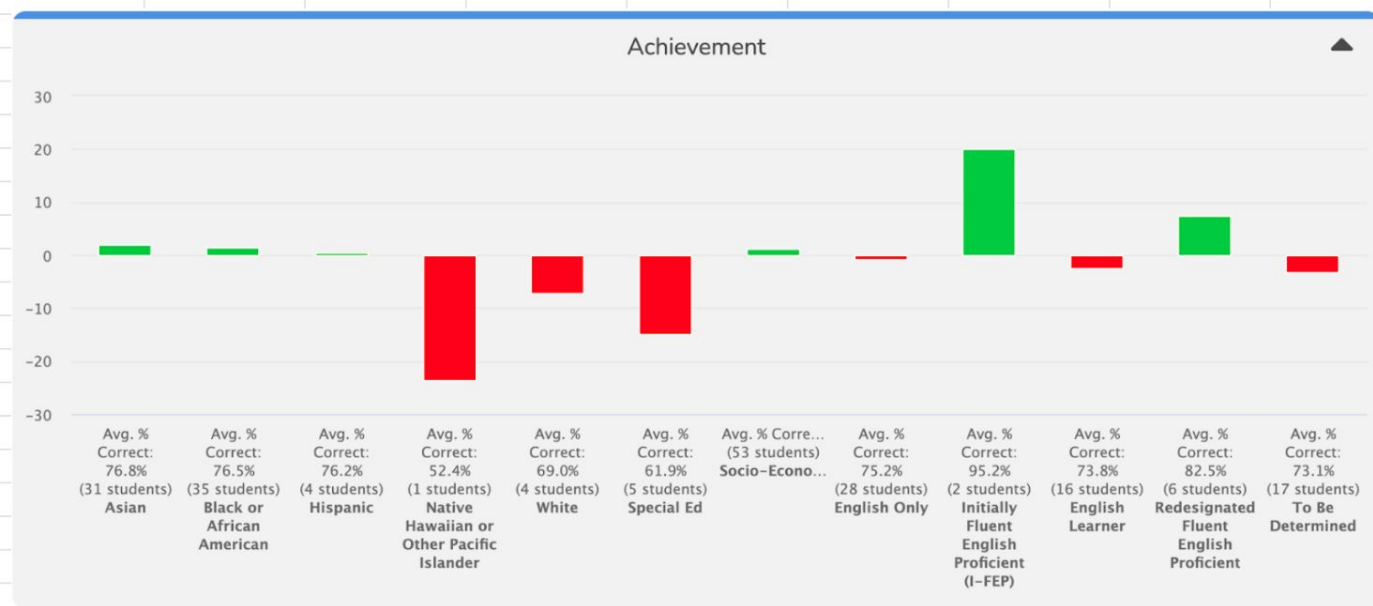
Group	Percentage	Count
Asian:	86.40%	11
Black:	85.00%	12
Hispanic:	85.00%	1
White:	67.50%	2
Socio-economic Disadvantaged:	85.20%	23
English Only:	82.80%	9
Initially Fluent English Proficient:	85.00%	1
English Learner:	91.30%	4
Redesignated Fluent English Proficient:	80.00%	4
To Be Determined:	86.70%	6

Illuminate Benchmarks - Achievement by Sub Groups 5th Grade Math



	Count	Percentage
Asian:	27	88.30%
Black:	29	84.00%
Hispanic:	3	85.00%
Native Hawaiian or Other Pacific Islander:	1	55.00%
White:	3	90.00%
Special Ed:	3	66.70%
Socio-Economic:	45	86.10%
English Only:	23	87.00%
Initially Fluent English Proficient (I-FEP):	2	100.00%
English Learner:	11	85.90%
Redesignated Fluent English Proficient:	6	85.80%
To Be Determined:	15	81.30%

Illuminate Benchmarks - Achievement by Sub Groups 5th Grade ELA



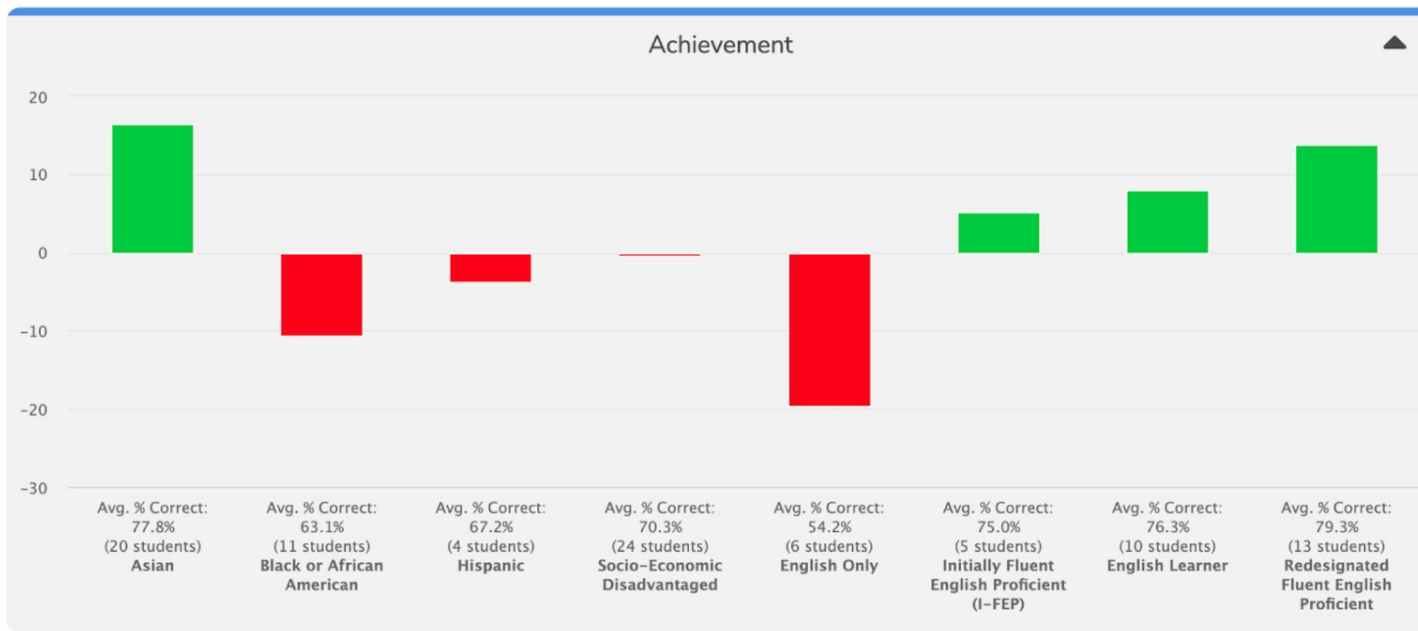
	Count	Percentage
Asian:	31	76.80%
Black:	35	76.50%
Hispanic:	4	76.20%
Native Hawaiian c	1	52.40%
White:	4	69.00%
Special Ed:	5	61.90%
Socio-Economic	53	76.10%
English Only:	28	75.20%
Intitally Fluent E	2	95.20%
English Learner:	16	73.80%
Redesignated FI	6	82.50%
To Be Determine	17	73.10%

Illuminate Benchmarks - Achievement by Sub Groups Algebra I



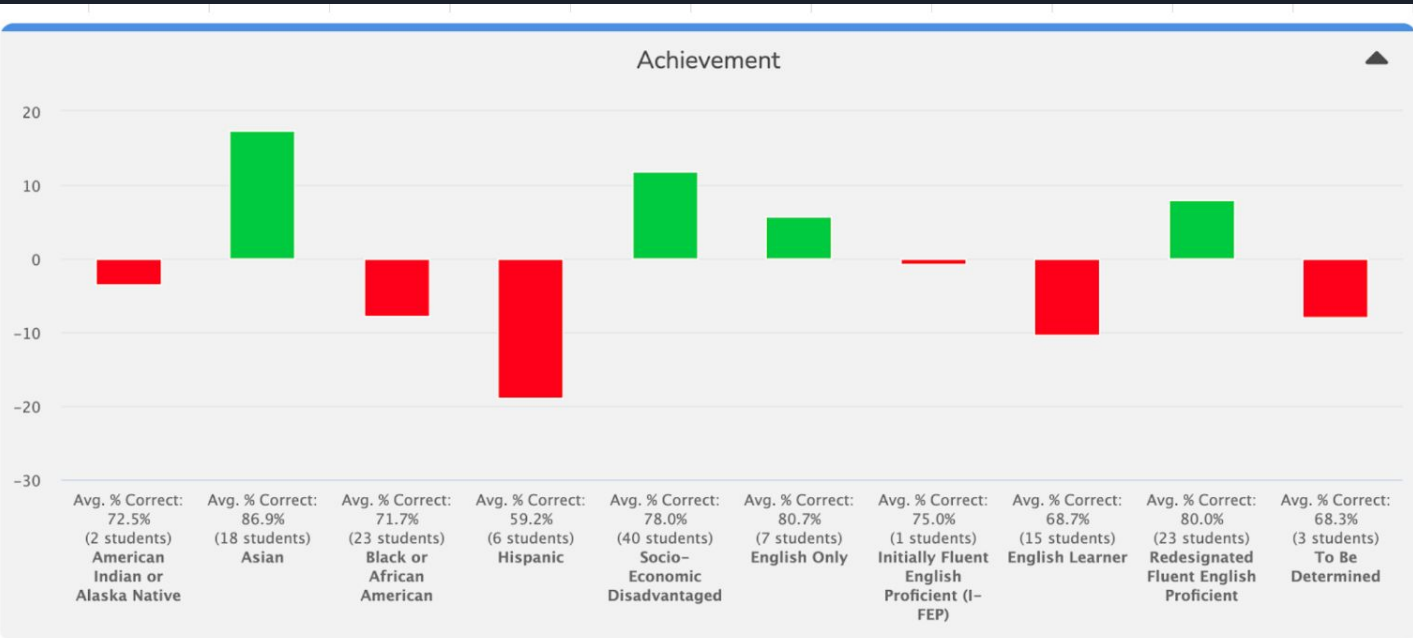
	Count	Percentage
American Indian	1	50.00%
Asian:	6	66.70%
Black:	39	54.90%
Hispanic:	11	66.80%
White:	2	42.50%
Special Ed:	3	38.30%
Socio-Economic	39	56.40%
English Only:	18	61.40%
Initially Fluent E	2	60.00%
English Learner:	17	51.20%
Redesignated FI	10	68.00%
To Be Determine	2	42.50%

Illuminate Benchmarks - Achievement by Sub Groups Geometry



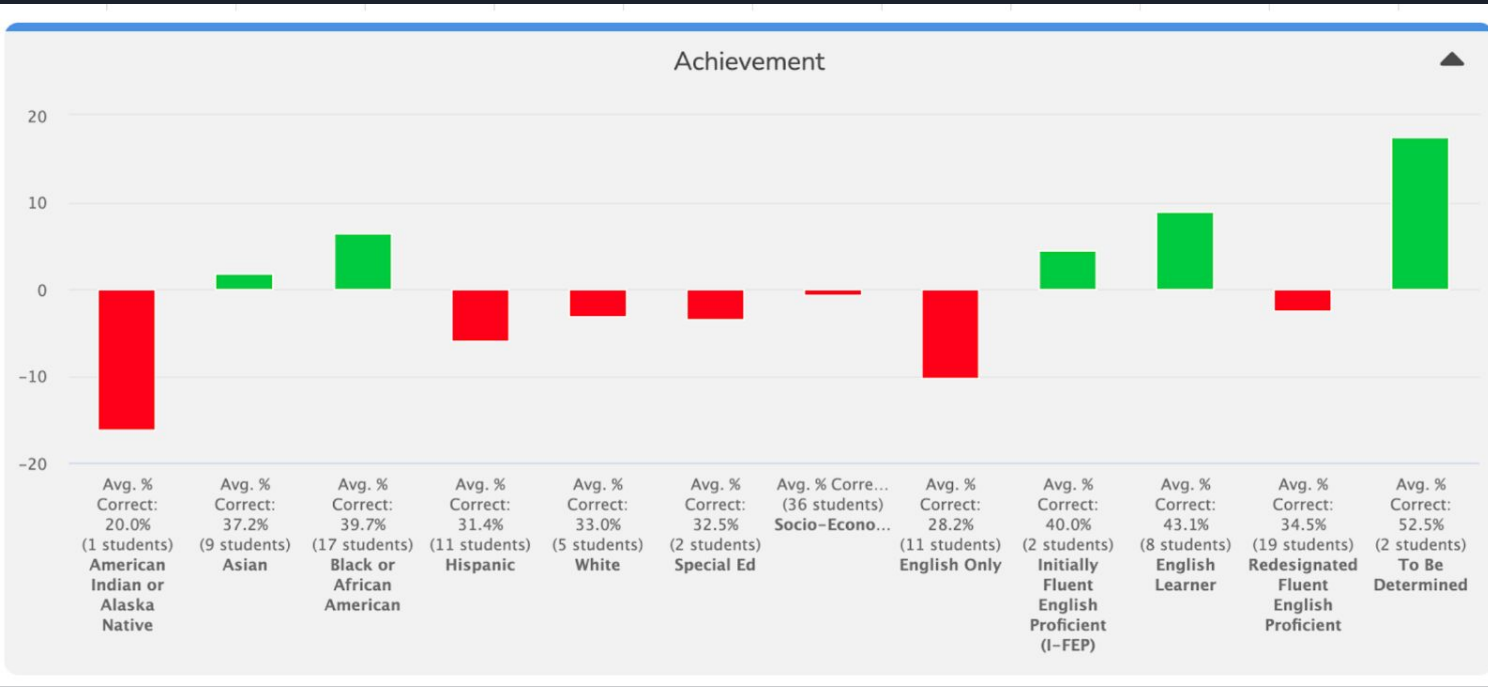
	Count	Percentage
Asian:	20	77.80%
Black:	11	63.10%
Hispanic:	4	67.20%
Socio-Economic	24	70.30%
English Only:	6	54.20%
Initially Fluent E	5	75.00%
English Learner:	10	76.30%
Redesignated FI	13	79.30%

Illuminate Benchmarks - Achievement by Sub Groups Algebra II



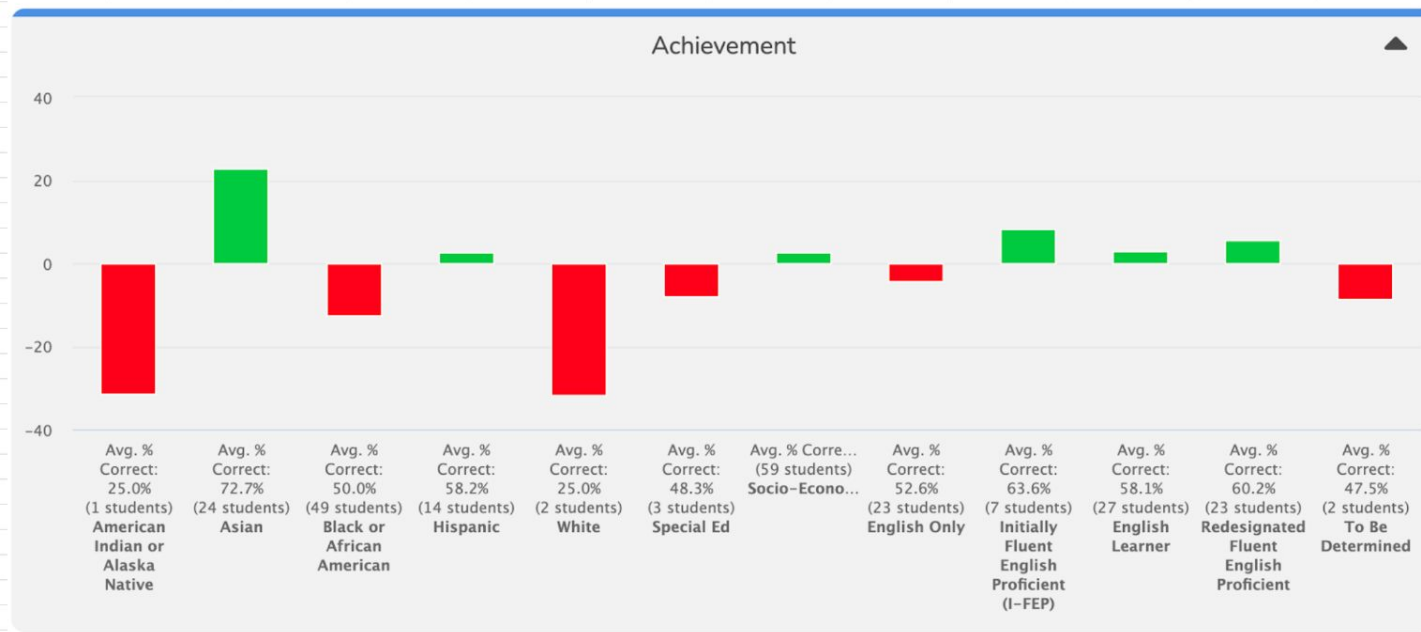
	Count	Percentage
American Indian	2	72.50%
Asian:	18	86.90%
Black:	23	71.70%
Hispanic:	6	59.20%
Socio-Economic	40	78.00%
English Only:	7	80.70%
Initially Fluent E	1	75.00%
English Learner:	15	68.70%
Redesignated FI	23	80.00%
To Be Determine	3	68.30%

Illuminate Benchmarks - Achievement by Sub Groups AP Statistics



	Count	Percentage
American Indian	1	20.00%
Asian:	9	37.20%
Black:	17	39.70%
Hispanic:	11	31.40%
White:	5	33.00%
Special Ed:	2	32.50%
Socio-Economic	36	35.70%
English Only:	11	28.20%
Intitially Fluent E	2	40.00%
English Learner:	8	43.10%
Redesignated FI	19	34.50%
To Be Determine	2	52.50%

Illuminate Benchmarks - Achievement by Sub Groups Grade 9 English Honors



	Count	Percentage
American Indian	1	25.00%
Asian:	24	72.70%
Black:	49	50.00%
Hispanic:	14	58.20%
White:	2	25.00%
Special Ed:	3	48.30%
Socio-Economic	59	56.90%
English Only:	23	52.60%
Initially Fluent E	7	63.60%
English Learner:	27	58.10%
Redesignated FI	23	60.20%
To Be Determine	2	47.50%

Illuminate Benchmarks - Achievement by Sub Groups Grade 10 English



	Count	Percentage
Asian:	24	66.90%
Black:	33	65.60%
Hispanic:	12	50.40%
White:	4	75.00%
Special Ed:	1	70.00%
Socio-Economic Disadvantaged:	53	63.80%
English Only:	16	61.60%
Initially Fluent English Proficient:	5	70.00%
English Learner:	26	59.00%
Redesignated Fluent English Proficient:	26	69.20%

CBK with Mr. Kabeer

Board Report:

The last week of March went great with ES college awareness week. The entire 3-5 grades practiced filling out a mock college application that was tailored for ES. This helped the students connect their current education to their future. It gave the students ownership of their futures by knowing the different options that await them and more importantly the correct paths to choose to achieve their goals. 11 students were selected and given College Tshirts from Howard, UCS, Stanford and Harvard. For the march madness competition it looks like Mr. Cabera's room is the winner and his entire class will receive college t-shirts. The t-shirts are not just rewards, they help the student feel a part of the college culture and it extends to their families too.

CBK with Mr. Kabeer

Upcoming Events:

April 9th Santa Clara University is coming to talk to the seniors about the college and how research works for undergraduates.

April 11 8th Graders will be going to UC Berkeley and Berkeley City College to tour.

April Mr. Kabeer will be leading College Workshops April 17th in partnership with Oakland Promise for 6,7,8th grades

Mr. Kabeer will be taking a month off to welcome his first baby into the world

Seniors are working hard on their senior projects. If any of the board members would like to be a panel judge we gladly accept.

Talks are happening with the Grand Lake theatre to host the best senior projects in June. Late May we will be doing in-school presentations. Seniors were required to find a professional mentor, perform 10 hours of fieldwork and write a 4 page research paper.

Juniors have applied for Questbridge Scholars. We had 9 juniors submit their applications .

One Junior will be going to Brown this summer for a college experience seminar and has been accepted to the Brown HighSchool Summer program.

We had an 87% Completion rate for our Oakland Scholarship Applications. Last year we managed 65%. This is the most secure local scholarship for our students offering scholarships from 4-16K\$ that are renewed annually. 9 of our seniors have been selected to interview to receive the great expectations scholarships which is \$4K cash each year for all four years, paid directly to the student.

Senior acceptances are rolling in.

Our annual College Signing Day Draft is Scheduled to be live on Youtube June 11th 2024.



College Acceptances So Far

This is a brief list of where seniors have been accepted to:

Sonoma State

Dominican University of California

Cal Poly SLO and Pomona

University of San Francisco

University of Las Vegas

UC Merced

USC

UCLA

Hampton

San Diego State

Cal State East Bay

Chico State

UC Riverside

UC Santa Cruz

San Jose State University

UC Davis

Cal State LA

Georgia State University

Saint Mary college of California

Sacramento State

UC Irvine

CSU Fresno

ELD with Ms. Bani

ELPAC

- now at 100% completion of Listening, Reading and Writing domains for K-8, 90% complete at HS
- substitute ELD teacher is working at AIMS HS to support completion of ELPAC testing there, as well as providing intervention for emerging ELs in preparation for CAASPP
- Speaking domain testing will continue through May

Reclassification

- this year's reclassification ceremony is scheduled for June 11, pending approval of the in-progress field trip packet
- maintaining approximately 95% teacher approval rate for reclassification candidates
- awaiting teacher input for some students, some teachers have changed, so forms are being updated

Title III Funds

- majority of MOU items have been spent or are in-progress
- pending/upcoming purchases include reclassification ceremony expenses, Language Line interpreting services, and supplemental curriculum materials
- draft of 24-25 Title III MOU and ELD dept general fund budget is in progress and will be ready for review at the next DELAC meeting

Teacher Training

- as a follow-up to the GLAD-based trainings that have been provided to whole group of teachers/staff at Bootcamp over the last two years, Ms. Bani has been conducting PD sessions at each site focused on the importance of verbal articulation of vocabulary by EL students
- additional training and review materials are available to staff via the ELD page on the AIMS Intranet, referenced during these PD sessions



AIMS K-12
COLLEGE PREP
CHARTER DISTRICT

AIMS K-12

Marketing, Communications, and Recruitment Department

April 2024 Board Meeting Presentation

By Suzen Chu - Director of Marketing, Communications and Recruitment

Social Media Fast Facts in Last 28 Days

	Posts/Stories	Analytics in the Last 28 Days
Facebook	16/22	13.3K reaches
Instagram (AIMS_K12)	16/22	1.2K reaches
Instagram (AIMSAthletics)	3/59	58 reached
TikTok	0	103 views
YouTube	2/8	638 views
AIMS website	-	5.8K visits
AIMS Intranet	-	47 users



Feb/Mar/Apr 2024 - Wrap Up

Boosting Enrollment

- Supported Enrollment Team to livestream the public lottery on AIMS FB and YT
- Placed Chinese enrollment flyers and postcard in Chinatown local businesses

AIMS District Reputation

- Attended to CCSA conference in Long Beach:
 - Talked to education leaders and shared AIMS' practice on marketing and communications
 - Partnered with CCSA and All Tied Up to host Podcast interviews
- Attended to Oakland Chinatown Chamber of Commerce Social Event: updated AIMS' status and gained support from Chamber Directors and business owners
- Published monthly AIMS Eagle Talk Magazine and distributed to education leaders, parents and media outlets.
- Press release and social media post to announce AIMS HS as a receiver of California Distinguished School, and AIMS district as a repeat recipient.



AIMS Magazine



bit.ly/AIMS-EagleTalkMar2024



bit.ly/AIMS-EagleTalkFeb2024



bit.ly/AIMS-EagleTalkJan2024



AIMS K-12
COLLEGE PREP
CHARTER DISTRICT



aims_k12 🗣️🗣️ AIMS High School students attended the CCSA Conference Podcast Takeover and recorded a Podcast episode with Sal Khan, the founder of Khan Academy. 🗣️🗣️ The Khan Academy has online resources and tools to assist students in their learning journeys. For the AIMS Podcast, students asked Sal Khan if he had any advice on what students can do in High School to stand out in Ivy League school applications. Mr. Khan encouraged students to get proactive and engaged in whichever college or university they attend and to seek out all the resources they had available on campus. 🗣️🗣️

He explained that the more selective universities favor strong academics as well as applying sideways, or finding ways to differentiate your application. Mr. Khan suggests schoolhouse.world as a tool high school students can use to get tutoring, certify their learning, and tutor other students in an effort to stand out in college applications. 🗣️

-
Apply to AIMS: aims.k12.org/admissions
We are hiring! aims.k12.org/careers

-
#AIMSTRONG #AIMSDistrict #AIMSHS #AIMSPodcast #KhanAcademy #CaliforniaCharterSchoolAssociation #CCSAConference #PodcastTakeover #StrongAcademics #CollegeAcceptances #Differentiate #OaklandCharterSchools #CaliforniaCharterSchools

Edited · 2w

View insights

Boost reel



39 likes
March 21

<https://www.instagram.com/p/C4yiu44SNCP/>



AIMS HIGH SCHOOL
Parent Coffeehouse

Every Wednesday in April
 4 PM - 5 PM

- Open Dialogue
- Collaboration
- Light Refreshments

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

CELEBRATE CESAR CHAVEZ DAY ON APRIL 1ST!

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



AIMS COLLEGE PREP

AIMS HIGH SCHOOL OPEN HOUSE EVENT

Wednesday, March 20th at 5PM - 7PM
 746 Grand Ave, Oakland CA 94610

Reconnect Your Future. Join Us At Our Open House For Prospective Families!



MAGAZINE MARCH 2024 ISSUE 06

AIMS HS IS HONORED AS A 2024 CALIFORNIA DISTINGUISHED SCHOOL! SEE BACK COVER

AIMS ES CHESS CLUB IN TOURNAMENT

AIMS MS OPEN HOUSE



THE BAR AWARDS

6:00 PM

AKLAND PROMISE

OFFICE OF BLACK EDUCATION OAKLAND

Ramadan Mubarak

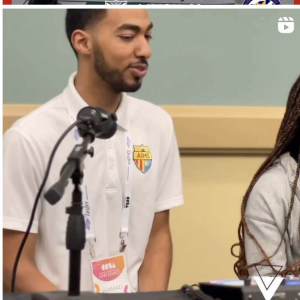
On the occasion of Ramadan, AIMS wishes love and blessings come to your lives. Ramadan Mubarak 2024

Carnival

SATURDAY • MARCH 16, 2024 • 10 AM - 12:30 PM
 171 12th St, Oakland
 5th Grade Students and Families

5th Graders Join AIMS Middle School team based. Enjoy games, food trucks and performances for our fun Event. Meet our clubs and SGA members. See you there! @ 11:30 AM

FOOD TRUCK | GAMES | DANCE | LIVE MUSIC



JOIN AIMS' K-8TH EXPANDED LEARNING OPPORTUNITY PROGRAM (ELO-P)!

After-school programs, Saturday school & summer learning
 Thrilling activities, field trips & clubs
 Runs until 6:00 PM with extended days during breaks
 Nutritious snacks provided
 Open to all students

Priority enrollment for Homeless students, Foster care students, Low-income students, English language learners. Applications coming home soon!

AIMS K-12 PUBLIC LOTTERY FOR 2024-2025 SCHOOL YEAR

Tuesday, March 5th, 4:30PM

3 Ways to Tune In!
 *Online via RegCentral
 *Live Streaming on AIMS Facebook
 *In-person at AIMS High School Campus 746 Grand Ave, Oakland

AIMS HIGH SCHOOL IS SELECTED AS 2024 CALIFORNIA DISTINGUISHED SCHOOLS!

Feb/Mar/Apr 2024 - Wrap Up

Boosting Recruitment

- **Indeed campaign** to invite candidates to apply for open roles at AIMS.
 - 1,089 Impressions
 - 6% Click Through Rate
 - 65 Clicks
 - 45% Apply Start Rate
 - 29 Apply Starts
- **Consulted with Indeed representatives** and discovered methods to enhance recruitment performance.
- **Conducted outreach** by sending direct messages to qualified candidates, introducing them to the advantages of working at AIMS, and inviting them to apply.
- **Collaborated with credential analysts** to investigate the feasibility of J-1 visa holders teaching at AIMS.

Apr 2024 - Current Projects/Moving Forward

For Enrollment

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

For Recruitment

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

District Reputation

- Collaborating with legal to trademark AIMS logos and taglines.
- Coordinating with legal to remove “burn pages” and fake social media accounts.
- Publishing the AIMS Eagle Talk magazine.

Supporting School Sites and Departments

- Attend school selective events at all sites and department.
- Gather photos and videos from event hosts.
- Translate and format documents, policies, and forms.

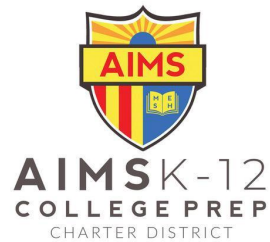
Continue to support school sites, departments, and central with any MarCom needs.

Thank you!



AIPCS II - Credentials Update

April 2024



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

AIPCS II - Permits/Vacancies as of 4/8/24

There are currently 6 vacancies for AIPCS II.

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

For the 2023-2024 Academic Year - AIPCS II submitted 4 Short-Term Staff Permits (STSP) for Educators

For the 2023-2024 Academic Year - AIPCS II submitted 5 Provisional Intern Permit (PIP) for Educators

For the 2023-2024 Academic Year - AIPCS II submitted 1 - 30 Day Substitute Permit

For the 2023-2024 Academic Year - AIPCS II utilized 2 - AB-1505 Credential Flexibility waivers

For the 2023-2024 Academic Year - AIPCS II submitted 2 - Variable Term Waivers

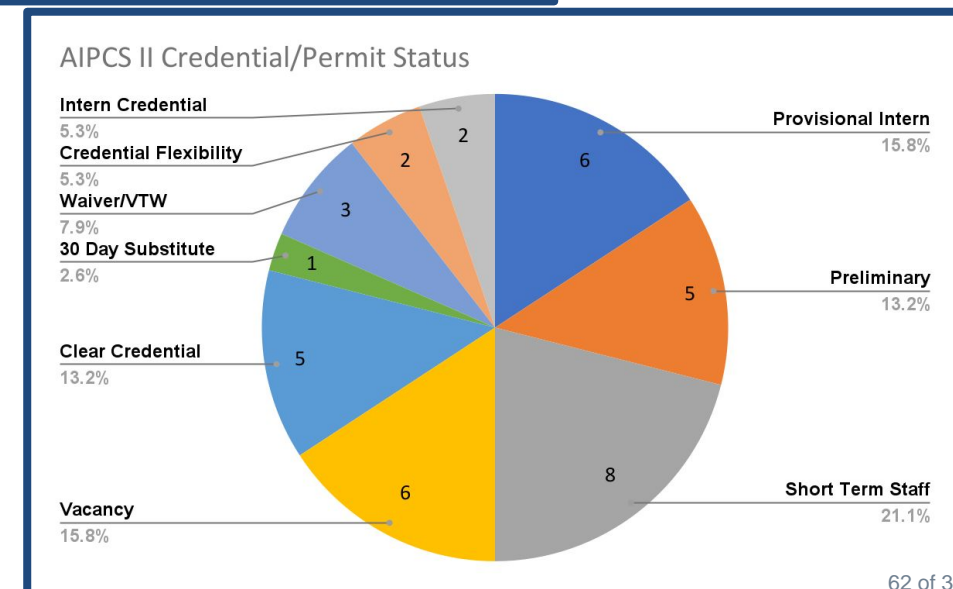
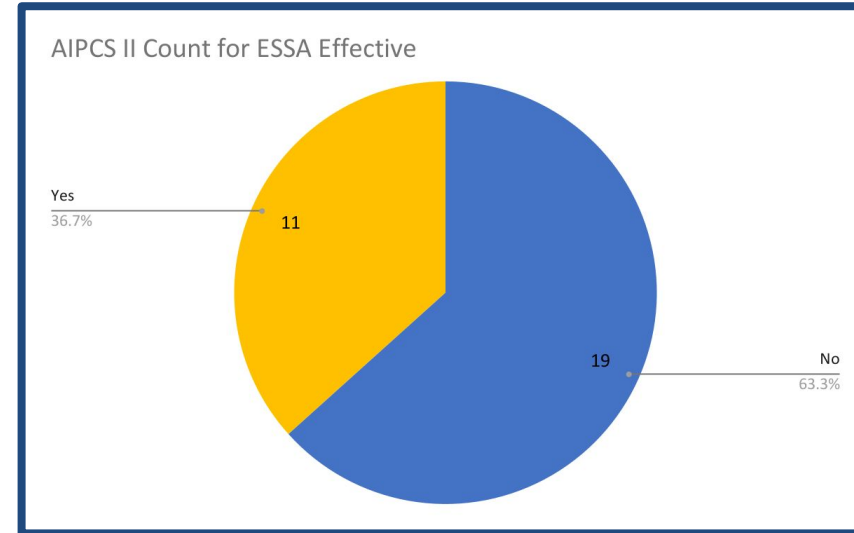
AIPCS II ESSA & Credential/Permit Status

Teachers that meet ESSA Effective Status include Intern, Preliminary & Clear Credential holders, and are appropriately assigned.

Teachers eligible for Permits, a Waiver, or AB-1505 Flexibility for Non-Core Instruction since 2019-2020 are “Ineffective” per ESSA.

Teachers who hold a Preliminary or Clear Credential while teaching outside of their subject field (Limited Assignment Option) are identified with “Out of Field” status.

Appropriately assigned teachers recognized by CTC can still result in other than “Effective Teacher” Status within ESSA.

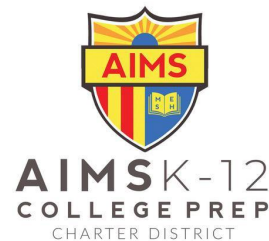


Thank you!!

Understanding Special Education at AIMS

April 2024

Deborah Woods



Overview of Tier 3 Special Education Students

THIS YEAR

**COMPARED
TO**

Apr 2024	IEPs
AIPCS II	30
Middle	19
High	17
TOTAL	66

LAST YEAR

Students w/ IEPs	
	April 2023
AIPCS II	26
Middle	18
High	13
TOTAL*	57

Eligibility Demographics

Students w/ Disabilities	AIPCS II	MS	HS
Intellectual Disability (ID)	1	1	0
Hard of Hearing (HH)	1	1	0
Speech (SLI)	9	1	2
Emotional Disturbance (ED)	2	0	3
Other Health Impairment (OHI)	1	1	5
Specific Learning Disability (SLD)	5	9	7
Autism (AUT)	7	3	0
To Be Determined (TBD)	3	2	0
TOTAL STUDENTS	30	19	17

Disability Identification Rate

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

Grade Level Distribution

Students w/ Disabilities: Grade Level	
K	4
1	4
2	4
3	5
4	2
5	4
6	9
7	7
8	5
9	5
10	5
11	5
12	2
Total* not including students TBD	61

Special Education Student Services Profile

Special Education SERVICES	AIPCS II	Middle	High	Total
Specialized Academic Instruction(SAI)	18	17	14	49
Speech	21	10	2	33
Occupational Therapy (OT)	2	0	0	2
Counseling	2	5	6	13
Augmmentative Alternative Communication (AAC)	2	0	0	2
Behavior Intervention Services (BIS)	1	1	0	2

ELL Students with Disabilities

Students w. Disabilities: ELLs	AIPCS II	MS	HS
TOTAL	13	7	3
Reclassified TY	0	3	2

Parent Resource Outreach

Family Empowerment Centers

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



Staff Resources



El Dorado Charter SELPA Professional Development Offerings

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

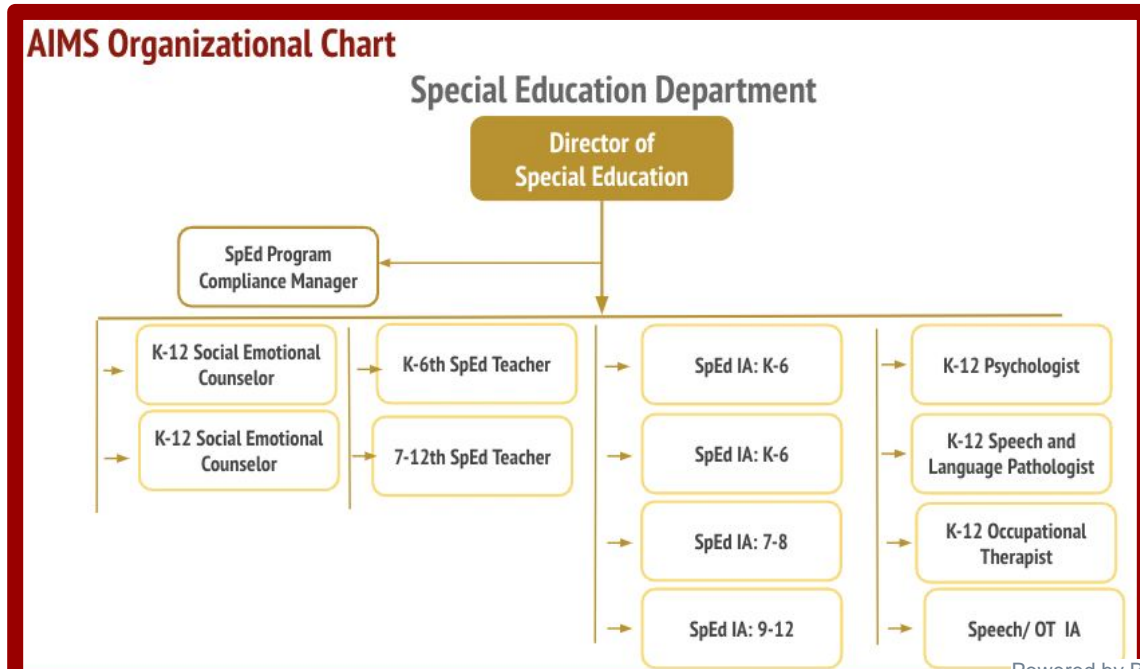
Teacher Academy: SpEd Teacher Intern

Gen Ed PD: 4.8.24 Ability Awareness with the elementary school teachers

Successes

Student Inclusion

- Student using AAC in class more consistently
- 2 previously with Gen Ed peers 5% daily. Now, at AIMS, with Gen Ed peers 83% of the day.



New Staff

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

Questions or Clarifications?

THANK YOU!

AIMS K-12 Budget Development: Compliance Tool Guidance FY 24-25

Presented by: Program Compliance



What Compliance Guidance Outlines & Goal?

Compliance Guidance

- Will provide guidance in completing the toolkit provided to you during this budget retreat.
- LCAP guidance is used for general purpose funds.
- What the plan should involve and compliant uses you can utilize this year during your assumptions, allow sites to know where all pots of funding.
- The goal will be for you to look at what you are trying to achieve and alignment in with your overall objectives.



LCAP

SPSA Guidance

- What is the LCAP?
- Key Requirements of the LCAP
- Requirements of school sites
- What Funding resources available in LCAP?
 - **0000-General Purpose (Unrestricted)**
 - **1100- Lottery (Unrestricted)**
 - **1400- EPA (Education Protection Account)**
- What are LCAP requirements?
- Items not to be included in the LCAP



SPSA

SPSA Guidance

- What is the SPSA?
- What does the federal/state require the plan to address?
- What documentation federal/state require for supporting documentation (met throughout the school year)?
- Requirements of school sites staff involvement in SPSA?
- Will provide guidance in completing the toolkit provided to you during this budget retreat
- SPSA guidance is your plan for categorical funds (restricted funds)

Title Funding

- Also referred to as categorical funding, federal monies that are meant to supplement not replace existing state funding.
- What Title funding is used for?
- What are proper use of funds?
- Funding resources available in the SPSA?
- **Title I-3010**
- **Title II-4035**
- **Title III-4203**
- **Title IV-4127**
- ***Other federal/state identified resources by CDE***

Per requirements of CDE Federal & State



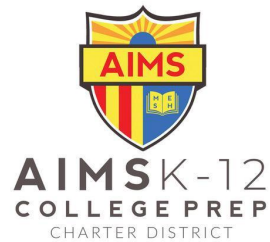
What Compliance Is Looking For?

- LCAP: expenditures, goals, narrative align with plan codes listing and procedural alignment of fiscal personnel requirements.
- Proper engagement is occurring to meet compliance requirements of all plans
- SPSA: funding is being spent down, alignment of what is allowable use of funds based on [AIMS K-12 Funding Guide Toolkit 2023-2024](#).
- AIMS are being good stewards of all funding & spending down timely.
- Sites are complying with CDE/ Federal & State requirements.



AIMS College Prep K-12 Board Report April 2024

Natalie Glass
K-12 Director of School



K-12 Highlights

- **Teacher evaluation are nearing completion**
- **Administrator evaluations have been completed**
- **Collaboration with District Departments to discuss 2024-25 budget**
- **OUSD Office of Charter Annual Site Visits**
- **Continued collaboration between Director Magana and sites to refine school plans**
- **Engagement with stakeholders to discuss school plans**
- **ELOP**

Important Dates:

- **SBAC Testing- May 2024**
- **AP Exams- May 2024**
- **HS WASC Visit April 28th-May 1st**
- **AIPCS II Charter Renewal Initial Visit**
- **Graduation June 13th and 14th 2024**

Number Of Students By Grade Level

AIMS Elementary School K-8

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

AIMS Middle School 6-8

6th	64
7th	69
8th	76

AIMS High School 9-12

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

ADA Elementary School K-8

Attendance Summary By Grade

American Indian Public Charter School II 114363

Run Date/Time: 04/17/24 01:43 PM

01/01/2024 to 04/17/2024 =64 days

All Students

Grade Level	Carry Fwd	Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Ineligible	Days Absent	Days Attnd	ADA	ADA %
K	51	0	0	51	3264	0	0	0	334.00	2930.00	45.78	89.77 %
SubTotal	51	0	0	51	3264	0	0	0	334.00	2930.00	45.78	89.77 %
1	67	3	3	67	4480	0	198	0	281.00	4001.00	62.52	93.44 %
2	76	0	0	76	4864	0	0	0	274.00	4590.00	71.72	94.37 %
3	79	0	1	78	5056	0	41	0	230.00	4785.00	74.77	95.41 %
SubTotal	222	3	4	221	14400	0	239	0	785.00	13376.00	209.00	94.46 %
4	89	0	0	89	5696	0	0	0	220.00	5476.00	85.56	96.14 %
5	98	0	0	98	6272	0	0	0	266.00	6006.00	93.84	95.76 %
6	56	0	0	56	3584	0	0	0	87.00	3497.00	54.64	97.57 %
SubTotal	243	0	0	243	15552	0	0	0	573.00	14979.00	234.05	96.32 %
7	50	2	1	51	3328	0	31	0	72.00	3225.00	50.39	97.82 %
8	69	3	0	72	4608	0	43	0	285.00	4280.00	66.88	93.76 %
SubTotal	119	5	1	123	7936	0	74	0	357.00	7505.00	117.27	95.46 %
Grand Total	635	8	5	638	41152	0	313	0	2049.00	38790.00	606.09	94.98 %

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

Powered by BoardOnTrack
Signed _____

ADA Middle School

Attendance Summary By Grade

AIMS College Prep Middle School 6113807

Run Date/Time: **04/17/24 01:49 PM**

01/01/2024 to 04/17/2024 =64 days

All Students

Grade Level	Carry Fwd	Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Ineligible	Days Absent	Days Attd	ADA	ADA %
6	65	2	3	64	4288	0	187	0	257.00	3844.00	60.06	93.73 %
Sub Total	65	2	3	64	4288	0	187	0	257.00	3844.00	60.06	93.73 %
7	69	1	1	69	4480	0	37	0	257.00	4186.00	65.41	94.22 %
8	76	1	1	76	4928	0	85	0	228.00	4615.00	72.11	95.29 %
Sub Total	145	2	2	145	9408	0	122	0	485.00	8801.00	137.52	94.78 %
Grand Total	210	4	5	209	13696	0	309	0	742.00	12645.00	197.58	94.46 %

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

Signed _____

Date _____

Report Calculations

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

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

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

ADA High School

Attendance Summary By Grade

AIMS College Prep High School 111856

Run Date/Time: 04/19/24 03:30 PM

01/01/2024 to 04/17/2024 =65 days

All Students

Grade Level	Carry Fwd	Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Ineligible	Days Absent	Days Att'd	ADA	ADA %
9	113	3	4	112	7540	0	269	0	407.00	6864.00	105.60	94.40 %
10	83	4	3	84	5655	0	237	0	380.00	5038.00	77.51	92.99 %
11	87	1	2	86	5720	0	123	0	283.00	5314.00	81.75	94.94 %
12	84	1	1	84	5525	0	39	0	308.00	5178.00	79.66	94.39 %
SubTotal	367	9	10	366	24440	0	668	0	1378.00	22394.00	344.52	94.20 %
Grand Total	367	9	10	366	24440	0	668	0	1378.00	22394.00	344.52	94.20 %

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

Signed _____

Date _____

Report Calculations

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

Actual Days - (Off Track + Days N/E + Days Ineligible + Days Absent) = Days Att'd

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

Committee Meeting Summary

School Site Council

- Elementary and Middle School hosted their SSC meeting: February 8, February 15 and February 26, March 18 & April 18
- High School hosted their SSC meeting: February 9, 2024, and February 20, 2024, March 19, 2024

School Safe Plan Committee Meeting

- Elementary and Middle School hosted their School Safe Committee meeting: February 15 and February 26, 2024
- High School hosted their School Safe Committee meeting: February 9, 2024 and February 20, 2024

ACADEMIC BASELINE DATA MATH

AIPCS II K-5 Benchmark

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

AIMS MS Benchmark

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

AIPHS Benchmark

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

ACADEMIC BASELINE DATA ELA

AIPCS II K-5 Benchmark

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

AIMS MS Benchmark

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

AIPHS Benchmark

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

KEY ACADEMIC FOCUS THIS MONTH

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

SCHOOL CULTURE FOCUS THIS MONTH

- **Teamwork** - The combined action of each group member doing their part selflessly to benefit the whole. Teamwork is being part of a group which has an agreed.
- **Anti Bullying** - Teachers Focusing on developing the ability to identify bullying and students embracing their roles as allies.
- **Mental Health** - Working with AIMS Counselors to focus on student mental health and support
- **Cultural Awareness** - BHM Program educating the school population about the accomplishments of different cultures within our school community.

STUDENT CELEBRATION

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

STAFF CELEBRATION

[ES]

- welcome 1st grade teacher, Angel Her
- welcome 1st grade teacher, Lisa Remmer
- welcome Art Teacher, Mary Campbell

[MS]

- onboarding clerk

[HS]

- hosted two staff potluck and birthday celebrations

Parent Celebration

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

Coversheet

Corrective Action Plan Review (M. Bowers)

Section: III. Information (Non-Action) Items
Item: D. Corrective Action Plan Review (M. Bowers)
Purpose: Discuss
Submitted by:
Related Material:
AIMS CAP Committee Progress Monitoring Report #2 - Due May 1, 2024.pdf



AIMS K-12 College Prep Charter District

AIMS College Prep Elementary (K-8)
AIPCS II
 171 12th St | Oakland | CA 94607
E elementary@aimsk12.org
T 510-893-8701
F 510-893-0345

AIMS College Prep Middle School (6-8)
Formerly known as AIPCS
 171 12th St | Oakland | CA 94607
E middleschool@aimsk12.org
T 510-893-8701
F 510-893-0345

AIMS College Prep High School (9-12)
Formerly known as AIPHS
 746 Grand Ave | Oakland | CA 94610
E highschool@aimsk12.org
T 510-220-5044
F 510-519-5549

www.AIMSK12.org

Corrective Action Plan (CAP) Committee Progress Monitoring Report #2 Due May 1, 2024

OUSD Considerations	AIMS Corrective Action Response and Evidence	Progress Monitoring
<p>CONDITION FULLY MET</p> <p>1) AIMS Governing Board formally acknowledges these violations</p>	<p>The following evidence was submitted to OUSD Office of Charter Schools in REPORT #1, February 1, 2024. The report was presented to the OUSD Charter Matters Committee on February 22, 2024.</p> <p>AIMS Governing Board formally approved the AIMS Corrective Action Plan for AIPCS II on November 13, 2023. The plan was submitted to OUSD November 15, 2023. AIMS established a CAP Progress Monitoring Committee to review monitoring evidence and data prior to each CAP report due to OUSD. The CAP Committee presented the draft of the CAP Progress Monitoring Report #1 to the AIMS Board for feedback and approval on January 16, 2024</p>	<p>NO ADDITIONAL CONCERNS WERE EXPRESSED OR ADDITIONAL INFORMATION REQUESTED BY OUSD.</p> <p>AIMS DEEMS THIS CONDITION AS FULLY MET. NO FURTHER ACTION REQUIRED.</p>
<p>CONDITION FULLY MET</p> <p>2) AIPCS II and AIMS Governing Board adopt a Comprehensive School Safety Plan and whether that School Safety Plan incorporates meaningful community input from first</p>	<p>The following evidence was submitted to OUSD Office of Charter Schools in REPORT #1, February 1, 2024. The report was presented to the OUSD Charter Matters Committee on February 22, 2024.</p> <p>AIMS Governing Board reviewed and approved the following documents and development process:</p> <ul style="list-style-type: none"> a) AIMS actively engages with community partners to prioritize safety and invite meaningful community input. June 15, 2021, AIMS 	<p>NO ADDITIONAL CONCERNS WERE EXPRESSED OR ADDITIONAL INFORMATION REQUESTED BY OUSD.</p> <p>AIMS DEEMS THIS CONDITION AS FULLY MET. NO FURTHER ACTION REQUIRED.</p>

<p>responders, staff, and family members</p>	<p>Governing Board approved supporting the formation of the Oakland Community Benefits District. See Exhibit D(3).</p> <p>The Oakland City Council approved the Community Benefits District July 20, 2021 providing services January 1, 2022 through December 31, 2031. See Exhibit D(4). As a founding community member of the Benefits District, AIMS shares the expense of the following services with other businesses in the community, including, but not limited to:</p> <ul style="list-style-type: none"> ● Providing safe passage to and from destinations (school) in the community by providing security escorts, ambassadors and general assistance ● Conduct wellness checks of individuals in need ● Foster multiracial relationships to deepen connection, care, and investment in the community ● Community beautification and graffiti abatement <p>AIMS' continued active participation in the Benefits District provides valuable stakeholder input and informs community needs assessments in the development/revision of the AIPCS II Comprehensive School Safety Plan annually.</p> <p>b) AIPCS II Comprehensive School Safety Plan for 23/24 school year identifying names of all committee members/individuals involved in the development, signatures of all individuals, and date of Board approval.</p> <p>AIPCS II Comprehensive School Safety Plan - See Exhibit A</p> <p>2023-2024 AIPCS II Safe School Committee approved the plan on February 27, 2023; Board Approved Plan - October 9, 2023</p> <p>c) Log showing all scheduled safety drills for AIPCS II for 23/24, identifying the type of drill</p>	
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	<p>and the 23/24 Safety Training Log. See Exhibit B; See Exhibit B(2)</p> <p>d) Schedule for 24/25 safety drills and tentative planning committee participants for the needs assessment, development, and approval of the 24/25 school safety plan. See Exhibit C.</p> <p>e) Copy of Fire Department facility safety report for the 23/24 school year. See Exhibit D.</p> <p>f) The review process, monitoring, and support provided by the AIMS district office. See Exhibit D(2).</p> <p>RESOURCES: https://www.cde.ca.gov/ls/ss/vp/cssp.asp</p>	
<p>3) AIMS leadership responds to, tracks, and reports complaints to the Governing Board and to OUSD.</p>	<p>The AIMS UCP process, forms and reporting shall be overhauled and all staff retrained. UCP information will be posted on the main website, at all school sites, and at AIMS main office. AIMS will adopt a district-wide systems approach that includes tracking, time/date stamp, automated push notification, clear investigation steps, identifying the person(s) responsible, etc. UCP shall also include a tracking and communication plan for responding and following through with the complainant and all parties involved in the investigation.</p> <p>A summary report of complaints filed shall be presented to the Governing Board quarterly during regularly scheduled board meetings. OUSD shall be provided detailed information of the revised UCP process. A summary of UCP complaints filed shall be shared with OUSD annually.</p> <p>All AIMS staff shall participate in mandated training yearly that addresses state and federal laws and regulations governing UCP, including unlawful discriminatory harassment and intimidation, reporting guidelines, process, standards for reaching decisions, timelines and appropriate corrective measures.</p>	<p>CONDITIONS SATISFACTORILY MET - REPORT #1</p> <p>AIMS leadership shall provide the following information to the CAP Progress Monitoring Committee and the Governing Board for review:</p> <ul style="list-style-type: none"> a) Written copies of AIMS UCP process and forms used for submission, tracking, and time/date stamp of complaints at the school/central office level. See Exhibit E. b) UCP information is provided on the website for clarity, ease of access for staff, parents, and students, and accuracy. See Exhibit F. c) Posting of UCP in AIPCS II classrooms and staff lounge. See Exhibit G. d) AIMS shall provide OUSD information on the UCP complaint process. See Exhibit J. e) Written mandated UCP training schedule for 23/24 and 24/25. Describe the types of training (i.e. harassment and intimidation, Civility, Title IX, and UCP). See Exhibit G(2) <p>CONDITIONS SATISFACTORILY MET - REPORT #2</p>

		<p>IN PROGRESS</p> <ul style="list-style-type: none"> f) Summary list of complaints for 22/23, and 23/24. g) Print out of staff participation in UCP mandated training, complaint prevention and procedures from the data collection system for the 23-24. h) Written description of the UCP investigation and follow-through process, including applicable timelines and person(s) responsible. <p>RESOURCES: https://www.cde.ca.gov/re/cp/uc/index.asp AND CDE Uniform Complaint Procedure Pamphlet</p>
<p>CONDITION FULLY MET</p> <p>4) The Governing Board monitors complaints</p>	<p>The following evidence was submitted to OUSD Office of Charter Schools in REPORT #1, February 1, 2024. The report was presented to the OUSD Charter Matters Committee on February 22, 2024.</p> <p>The Governing Board evidenced compliance using the following information to monitor complaints:</p> <ul style="list-style-type: none"> a) An Ombudsman was hired on 7/15/22. An Employee Relations and HR Coordinator was hired on 11/21/23. Job descriptions include responding to and monitoring UCP complaints. See Exhibit H. b) Reports to the board regarding UCP complaints are presented by the Superintendent’s designee at each regularly scheduled AIMS Board Meeting as indicated below: 22/23 - 9/13/22; 11/29/22; 3/7/23; 3/28/23; 4/18/23; 6/27/23 23/24 - 8/29/23; 9/19/23; 2/27/24; 3/26/24; 5/21/24; 6/18/24 c) AIMS utilizes Epicenter, a reporting platform used by OUSD, to share AIMS organizational documents directly with OUSD. Submissions include, but are not limited to UCP, evidence of insurance, attendance, bylaws, and handbooks. 	<p>NO ADDITIONAL CONCERNS WERE EXPRESSED OR ADDITIONAL INFORMATION REQUESTED BY OUSD.</p> <p>AIMS DEEMS THIS CONDITION AS FULLY MET. NO FURTHER ACTION REQUIRED.</p>

	<p><u>See Exhibit J.</u></p>	
<p>5) Type and volume of complaints regarding AIPCS II</p>	<p>AIMS administrative designee shall utilize a digital system through their third party HR Platform provider, Think HR/Mineral Solutions, to track type and volume of complaints. The designee shall communicate with OUSD regarding the timeline for resolution and corrective actions for any/all complaints submitted directly to them and reported to AIMS. Cumulative Information (year-to-date) regarding type and volume of complaints, complaint resolution vs. open complaints, and corrective actions shall be maintained by AIMS staff utilizing the Think HR/Mineral platform and reported to the Board by the Superintendent, or designee, at least quarterly.</p>	<p>CONDITIONS SATISFACTORILY MET - REPORT #2</p> <p>IN PROGRESS</p> <p>AIMS leadership shall use the following information to identify type and volume of complaints for AIPCS II:</p> <ul style="list-style-type: none"> a) Work with Epicenter to identify the digital system and reports that will be used to track the type and volume of complaints. AIMS staff shall provide a presentation of the complaint process and overview of the reports to the board at a regularly scheduled meeting. Documentation of presentation shared with the CAP committee. b) Provide on-going updates for the governing board at each regularly scheduled board meeting and a cumulative (end-of-year) report and executive summary to share the type and volume of complaints, data on resolution of complaints, and any corrective actions that resulted from the investigation to share with the AIMS Board.
<p>6) AIMS leadership implements its latest Human Resource system and how the Governing Board monitors this implementation</p>	<p>Provide a demonstration of the HR system and its capabilities with the vendor and the AIMS Governing Board and OUSD personnel to promote a deeper understanding of the systems capabilities, and/or limitations, as well as providing an opportunity to clarify any questions and inspect processes and controls. The demonstration shall also clarify the role and responsibilities of AIMS leadership/staff to ensure that implementation and utilization of the system is seamless and meets all state and federal employment and labor laws.</p> <p>AIMS has designated staff to serve as an HR Specialist to respond to any questions, support staff, and</p>	<p>CONDITIONS SATISFACTORILY MET - REPORT #1</p> <p>AIMS leadership has identified the following strategies to closely examine the implementation and effectiveness of the Human Resource system:</p> <ul style="list-style-type: none"> a) Evidence that a staff member has been designated to respond to any questions, support staff, and represent AIMS in matters related to HR, i.e., fair labor practices, equitable hiring practices and compliant interview questions and process, employee wages, employee benefits, monitoring credentialing, and confidentiality and protection of employee information, etc. An Ombudsman was hired on 7/15/22. An Employee Relations and HR

	<p>represent AIMS in matters related to HR, i.e., fair labor practices, equitable hiring practices and compliant interview questions and process, employee wages, employee benefits, monitoring credentialing, and confidentiality and protection of employee information, etc.</p>	<p>Coordinator was hired on 11/21/23. Job descriptions include responding to matters related to HR. See Exhibit H.</p> <p>b) AIMS created a Human Resource link on the AIMS main web page and under the District Office link that identifies the contact person(s) that respond to employee/public inquiries regarding HR matters. See Exhibit I.</p> <p>c) AIMS contracted with Paycom HR Software in November 2022 to efficiently manage payroll and employee HR data. The system was implemented in March, 2023. With one log-in, employees are empowered to manage their own payroll and HR data on-demand. See Exhibit K.</p> <p>d) Revise AIMS organizational chart to ensure it includes the Human Resource system and reflect who is responsible for above-mentioned HR areas. Human Resource system refers to the systematic and structured procedures used by an organization to manage its human resources needs.</p> <p>CONDITIONS SATISFACTORILY MET - REPORT #2</p> <p>IN PROGRESS</p> <p>e) Demonstration of the HR System for the governing board. The vendor shall provide an overview of the core HR tasks, reporting, and other system tools/modules. The demonstration shall identify roles and responsibilities of AIMS staff and provide examples of the effective implementation and utilization of the system. Additionally, the vendor will show that the system meets all state and federal employment and labor laws. AIMS staff will invite the CAP Progress Monitoring Committee members and OUSD personnel to attend the presentation.</p> <p>RESOURCE: CSBA Professional Governance Standards and AIMS Human Resource Information</p>
<p>7) The Governing Board examines the need for a change</p>	<p>The Superintendent, or designee, shall conduct progress monitoring of identified goals for the Administration of</p>	<p>CONDITIONS SATISFACTORILY MET - REPORT #1</p> <p>a) On July 1, 2023, the leadership of AIPCS II was changed.</p>

<p>in AIPCS II leadership</p>	<p>AIPCS II, and have a conversation based on the data with the superintendent regarding the need to change or non-change in the leadership of AIPCS II.</p> <p>The Governing Board shall contract with a third party to review and make recommendations for improvement of the organizational structure.</p>	<p>The changes included hiring a Director of Schools that was assigned specific oversight duties at AIPCS II. Additionally, there was one site person assigned solely to academics and one assigned solely to culture and climate. These changes were ratified by the governing board on August 29, 2023. See Exhibit K(2).</p> <p>CONDITIONS SATISFACTORILY MET - REPORT #2</p> <p>IN PROGRESS</p> <p>The Governing Board shall utilize the following strategies to examine the need for improvement or a change in AIPCS II leadership:</p> <ul style="list-style-type: none"> b) The Governing Board shall identify and clearly articulate Board goals. c) Goals for AIPCS II Leadership shall be identified. d) The Superintendent, or designee, shall conduct the mid year progress report and annual leadership evaluation in a timely manner and the general results of the evaluations will be discussed with the board in closed session. If an improvement plan is established, the plan shall be reviewed with the board. e) The Governing Board will receive a school presentation that provides appropriate data and other metrics to annually review the progress of AIPCS II in achieving the goals identified in the school's LCAP. <p>RESOURCE: CSBA Charter Schools: A Guide for Governance Teams And Superintendent Governance Standards and AIMS Organizational Chart</p>
<p>8) Credentialing information and vacancies for every class at AIPCS II for the 2023-24 school year</p>	<p>AIMS Governing Board shall be provided a comprehensive staff report that identifies the number of positions occupied by fully credentialed staff, open positions, misassignments, provisional internship permits (PIPs), short-term staff permits (STSPs),</p>	<p>CONDITIONS SATISFACTORILY MET - REPORT #2</p> <p>IN PROGRESS</p>

	<p>waivers, and vacancies. This information shall be tracked and reported to the governing board monthly and shall include information on how any misassignments and vacancies are being addressed, as well as teacher recruitment and retention efforts.</p> <p>AIMS will verify and adhere to current regulations, policy and procedures for reporting credentialing information in a timely manner to meet state compliance requirements.</p>	<p>AIMS Leadership shall utilize the following strategies to monitor and report credentialing information and vacancies accurately:</p> <ul style="list-style-type: none"> a) A comprehensive report of credentialing status shall be prepared by AIMS leadership and provided to the board during their regularly scheduled meetings. Evidence will be the minutes from the Board meeting and corresponding reports that were presented to the board. b) All provisional and short-term permits and waivers shall be board-approved at the next regularly scheduled board meeting. c) A personnel report shall be provided to the Board at regularly scheduled board meetings, including information on mis-assignments and vacancies. d) The Superintendent, or designee, shall present to the Governing Board on teacher credentialing compliance, applicable regulations for charter schools, and policies and procedures for reporting credentialing information. Documentation will be shared with the CAP committee. <p>RESOURCES: Provisional Internship Permit and Short Term Staff Permit and California Educator Assignment Monitoring And Commission on Teacher Credentialing Charter Information</p>
<p>9) The results of a nationally recognized Culture and Climate survey distributed to all staff and a memo outlining AIPCS II's takeaways and action steps moving forward</p>	<p>AIPCS II shall identify and utilize reliable culture and climate survey tools for staff, students, and family to measure and provide input on school culture and climate perceptions for each group. The data will be disaggregated for each school and will provide valuable feedback to inform improvement efforts. The survey results shall be reported to the AIPCS II governing board and executive leadership shall identify targeted actions and steps to promote improvement. AIPCS II Governing Board members may also utilize survey information to conduct strategic listening forums to gather additional information regarding resources and support that may be valuable.</p>	<p>CONDITIONS SATISFACTORILY MET - REPORT #1</p> <p>AIPCS II Leadership utilize the following strategies and tools to accurately monitor culture and climate for staff, students, and family to identify areas of improvement and inform goal development and decision-making by the AIPCS II Governing Board and Leadership team:</p> <ul style="list-style-type: none"> a) The Superintendent, or designee, has identified the California Healthy Kids Survey (CHKS), a California Department of Education (CDE) recognized confidential survey of culture, climate, safety, and wellness for students in grades 5 - 12. This survey will be administered annually beginning February 2024. AIMS conducted student and parent climate surveys in the 21/22 and 22/23 school

		<p>years. The last survey was conducted in May 2023. See Exhibit L.</p> <p>CONDITIONS SATISFACTORILY MET - REPORT #2</p> <p>IN PROGRESS</p> <ul style="list-style-type: none"> b) The Superintendent or designee shall prepare and present the data and findings of the CHKS in an executive summary, including recommendations and strategies to promote improvements and present them to the Board during a regularly scheduled board meeting. This information shall be shared with the CAP Progress Monitoring Committee as well. c) The Governing Board shall hold a town hall meeting for stakeholders to invite input on the report and recommendations. <p>RESOURCE: CDE Culture and Climate Information and Tools</p>
<p>10) AIPCS II leadership develops and implements a meaningful plan to serve all students who wish to attend, particularly students with disabilities</p>	<p>Clearly communicate and train all staff, especially those in charge of student enrollment and registration, on Child Find regulations and expectations when providing registration information. Additionally, make sure that all staff are fully aware that specialized support, services, resources and information are available for students with disabilities to meet their IEP goals through AIMS Special Education Department and through the support of El Dorado SELPA.</p> <p>Target advertising and marketing efforts to lower income or otherwise historically underserved student populations and/or communities. Utilize a lottery system to ensure equitable access and support to all students that wish to attend.</p> <p>Incorporate visuals and address primary language</p>	<p>CONDITIONS SATISFACTORILY MET - REPORT #1</p> <p>AIPCS II Leadership shall utilize the following strategies and tools to develop and implement a meaningful plan to serve all students who wish to attend, particularly students with disabilities:</p> <ul style="list-style-type: none"> a) Provide a list of marketing and advertising strategies and timeline for student recruitment. See Exhibit M. b) The Superintendent or designee will present evidence of marketing strategies that comply with this area as it pertains to students with disabilities. See Exhibit M. c) AIPCS II utilizes a lottery process to ensure a fair enrollment selection process. See Exhibit N. d) Information is available on AIMS website for specialized services, programs, resources and support for students with special needs, english language learners, foster, and homeless youth.

	<p>access in all marketing materials and information on the website to meet the needs of the diverse population of students/families.</p>	<ul style="list-style-type: none"> e) Provide a list of training for support staff in charge of registration. See Exhibit O. f) To promote transparency and strengthen communication, the Special Education link/section on the AIMS Webpage, provides information on SELPA, Student Study Team (SST) and IEP process, family resources and procedural guidelines, Child Find, process for requesting records, contact information for AIMS Sped Director, dispute process, special ed process and timelines, etc. Special Education Information and Procedural Safeguards g) Direct access to the Special Education link/section on each school webpage. AIPCS II Elementary School, AIPCS II Middle School, and AIMS College Prep High School. <p>CONDITIONS SATISFACTORILY MET - REPORT #2</p> <p>IN PROGRESS</p> <ul style="list-style-type: none"> h) The Superintendent, or designee, shall provide a comprehensive presentation to the Governing Board describing the lottery system and student registration and enrollment process, review of all forms, including language access and information on support services that meet the unique criteria for students with special needs, English Language Learner students, foster, and homeless youth. The CAP committee will be invited to the presentation. i) Ensure all communication and forms are available in the primary languages of the major demographic populations that you serve.
<p>11) AIPCS II is complying with the requirements of IDEA, including its Child Find obligations, and is appropriately serving all students with</p>	<p>AIPCS II Governing Board and Executive Leadership desire to support and serve all students. With that said, we recognize that Child Find for IDEA requires public agencies to implement policies and procedures ensuring that all children with disabilities, who need special</p>	<p>CONDITIONS SATISFACTORILY MET - REPORT #2</p> <p>IN PROGRESS</p>

<p>disabilities according to their IEPs. The means by which AIPCS II is attempting to achieve a balance of special education pupils that is reflective of the general population residing in the area, pursuant to Education Code 47605.6 (b)(5)(iii)(H).</p>	<p>education and related services are identified, located, and evaluated, regardless of the severity of the disability.</p> <p>AIPCS II shall evaluate current policies, practices, procedures and data as it pertains to our Child Find protocols and serving students with disabilities. AIPCS II shall ensure that we have a clear process in place and that it is being implemented and communicated effectively. We shall consult with El Dorado SELPA and other reliable sources, as appropriate, to ensure full compliance with all IDEA requirements.</p> <p>Target advertising and marketing to historically underserved student populations and/or communities and train staff on how to appropriately communicate with families inquiring about special education services.</p>	<p>AIPCS II Governing Board and Leadership shall utilize the following strategies and data to evidence that they are complying with requirements of IDEA, including its Child Find obligations, and is appropriately serving all students with disabilities according to their IEPs:</p> <ul style="list-style-type: none"> a) The Superintendent, or designee, shall provide multiple opportunities for staff training on Child Find for IDEA compliance and how to communicate with, and support, families of special needs students. b) Provide a comprehensive demographic report to the AIPCS II board that includes enrollment data disaggregated by school, ethnicity, percentage of foster youth, percentage of homeless youth, and percentage of special education students for 2022-2023 and 2023-2024. Share this report with the CAP committee. c) The Superintendent, or designee, shall present to the AIPCS II board El Dorado's best practices for Child Find, IDEA compliance policies, practices, and marketing to identify additional considerations and actions to improve communication and outreach, and conduct regular monitoring to ensure full compliance with all IDEA requirements. d) Describe how special education students are serviced at each site to meet the goals in their IEP. Identify the number of students at each site. e) Identify the type and frequency of specialized training provided for teachers and support staff. f) Provide information on the staff with special education credentials for each site. Identify any credentialing concerns as it pertains to compliance or the ability to serve all student disabilities. g) Clearly describe the student referral process, SST process, IEP process and dispute process. h) Update the special education organizational chart to reflect current administrators, teachers, and instructional aides. <p>RESOURCES: AIMS Board Policies and El Dorado Child Find Basics and OUSD Child Find Notice</p>
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<p>12) Demographics of the students to enroll in AIPCS II, particularly during the school year and outside of the annual enrollment process</p>	<p>AIPCS II shall collect and evaluate student demographic data starting with the beginning of the school year and continuing monthly to monitor demographic information for the registration period, and throughout the year. The data analysis will provide information to inform student recruitment and marketing and communication efforts. We will also be able to identify any patterns or trends that we might need to respond to improve school/program advertising and marketing, the enrollment process, and ensure equitable access to forms and support in completing registration. The data analysis may also assist us in identifying any barriers that may exist for families interested in enrolling, i.e., language barriers or transportation.</p>	<p>CONDITIONS SATISFACTORILY MET - REPORT #2</p> <p>IN PROGRESS</p> <p>AIPCS II Leadership shall utilize the following strategies and tools to accurately track and monitor demographics of the students that enroll in AIPCS II, particularly during the school year and outside of the annual enrollment process:</p> <ul style="list-style-type: none"> a) The Superintendent, or designee, shall provide a comprehensive report and presentation for the AIMS Board describing the lottery system and student registration and enrollment process, review of all forms, including language access and information on support services that meet the unique criteria for students with disabilities. b) The report and executive summary shall include a data analysis and findings to identify any barriers, patterns, or trends that may inhibit or deter equitable access to inquiring about or completing registration. The executive summary shall include any recommendations for improvement to eliminate or mitigate identified barriers.
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*NOTE: Evidence-based progress monitoring provides information on specific actions, quantitative data, dates, reports, participation, outcomes/findings, etc. as evidence of various actions for the respective CAP goal. Progress monitoring updates timeframe aligns with the dates requested by OUSD and are identified as follows: *report progress through December 31, 2023 by February 1, 2024; **report progress through March 31, 2024 by May 1, 2024; and ***report progress through June 30, 2024 by August 1, 2024. A data analysis and findings, an executive summary, including any recommendations, shall be prepared by the Committee and presented to and approved by the AIPCS II Governing Board prior to each submission to OUSD.*

Coversheet

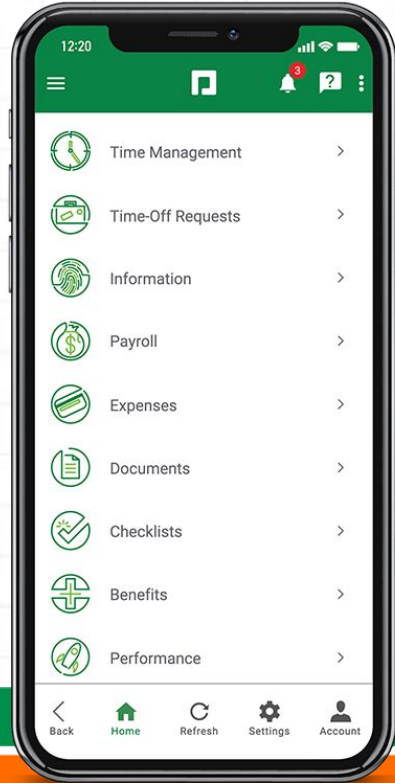
Paycom Presentation

Section: III. Information (Non-Action) Items
Item: E. Paycom Presentation
Purpose:
Submitted by:
Related Material: Paycom - 0NX54 - AIMS - Board meeting (1).pptx.pdf

PAYCOM AND AMERICAN INDIAN MODEL SCHOOLS PARTNERSHIP



WHAT MAKES US DIFFERENT



1 EE Usage Strategy

2 Proprietary Software

3 Dedicated Support

4 Monthly Product Updates

5 Security Standards

6 Single Database



TYPES OF GROWTH

ACQUISITION



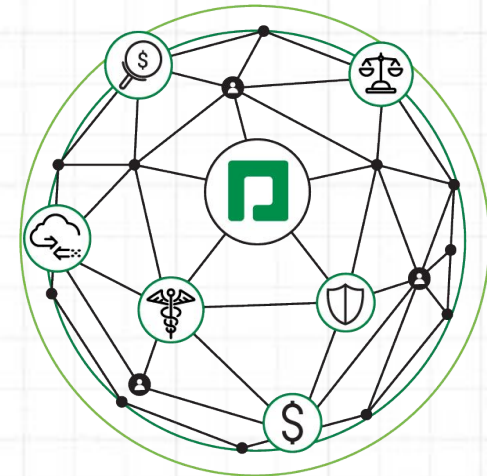
- » Poor communication between systems
- » Tedious integration
- » Multiple logins for many systems

PARTNERSHIP



- » Partnered with outside companies
- » Possible loss of data as companies cut ties, costing you money
- » Security breaches
- » Poor communication between systems

ORGANIC



- » Different coding languages



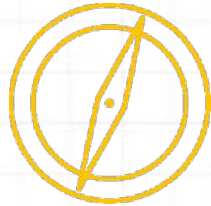
SINGLE-DATABASE APPLICATION

ZERO INTEGRATION | SIMPLIFIED WORKFLOW | IMPROVED DATA INTEGRITY



TALENT ACQUISITION

- » Applicant Tracking
- » Candidate Tracker
- » Work Opportunity Tax Credits
- » Background Checks
- » Onboarding
- » E-Verify®



HR MANAGEMENT

- » Documents and Checklists
- » Personnel Action Forms
- » Paycom Surveys
- » Benefits Administration
- » Enhanced ACA
- » COBRA Administration
- » Government and Compliance



PAYROLL

- » Online Payroll Processing
- » Paycom Pay
- » GL Concierge
- » Expense Management
- » Garnishment Management
- » Powered by BoardOnTrack Management



TIME AND LABOR MANAGEMENT

- » Time and Attendance
- » Time-Off Requests
- » Labor Management Reports
- » Labor Allocation
- » Schedule Exchange



TALENT MANAGEMENT

- » Performance Management
- » Compensation Budgeting
- » Employee Self-Service®
- » Paycom Learning
- » Ask Here™
- » Manager on the Go™





CANDIDATE TRACKER



APPLICANT TRACKING



ENHANCED BACKGROUND CHECKS



DRUG SCREENING



TAX CREDITS



DOCUMENTS AND CHECKLISTS



E-VERIFY®



CLUE™



GOVERNMENT AND COMPLIANCE



PAYCOM LEARNING



CONTENT SUBSCRIPTIONS



SURVEYS



SCHEDULING



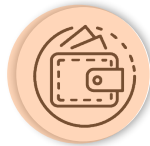
TIME AND ATTENDANCE



GEOFENCING/MICROFENCING



TIME-OFF REQUESTS



EXPENSE MANAGEMENT



MILEAGE TRACKER



PAF/PERFORMANCE DISCUSSION FORMS



PERFORMANCE AND COMPENSATION MANAGEMENT



GARNISHMENT ADMINISTRATION



PAYROLL



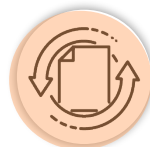
BETI™



PAYCOM PAY



GENERAL LEDGER



PUSH REPORTING



BENEFITS ADMINISTRATION



BENEFIT ENROLLMENT SERVICE



BENEFITS TO CARRIER



401(K) REPORTING



AFFORDABLE CARE ACT



COBRA ADMINISTRATION



SFTP/API

THE DIGITAL TRANSFORMATION

DIRECT ACCESS TO THEIR DATA

EMPLOYEE

E

- » Ensures accuracy
- » Streamlines processes
- » Increases engagement, morale and loyalty

WIN-WIN

EMPLOYEE

E

- » HR departments can save 10+ hours a week
- » Increases productivity and profits

HR IN THE MIDDLE

EMPLOYEE

E

- » Data entered by someone with no investment in it being right
- » Cannot view tax forms, benefits, etc. when urgent

LOSE-LOSE

EMPLOYEE

R

- » Reduces turnover
- » HR burdened with administrative tasks
- » Productivity severely impaired
- » Accuracy of data plummets

- » Distrust breeds disloyalty and lowers morale
- » Employees disengage because company is behind



Applicant Tracking Example of Paycom Function



Employer Input

- » Hiring Manager submits a requisition for a New Position opening at AIMS through Paycom’s Applicant Tracking Module.
- » Hiring Manager moves through the interview process in Paycom and offers candidate the position.
- » Once offer letter is signed the Hiring Manager will deploy the new hire template for EEOC, WOTC, new hire records, etc.



Candidate / New Hire Input

- » Candidate fills out resume and all information feeds into Paycom and disqualifies candidates automatically with knockout questions.
- » Candidate receives the offer letter to sign via email and proceeds to fill out additional information such as Background check, WOTC questionnaire, etc.
- » New hire will follow through the process for I-9 documentation, questionnaires, ESS setup, etc.



Operational Efficiency to this Process

- » Automatically posts to Indeed, simply hired, and AIMS Careers Page while knocking out unqualified candidates to bring in only qualified candidates for positions.
- » Streamline communication between hiring platform, offer letter management, and communication with Candidate to increase time to fill.
- » I-9 compliance for storing information on new hires in employee forms from the new hire template, ESS setup allows employees to input address changes, benefits, taxes, punch change request – putting liability away from Employer and on Employee





THANK YOU.

QUESTIONS?



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OUR SECURITY STANDARDS

Protecting Your Data

DATA INTEGRITY

- » It's a part of our culture, and we continually strive to set the standard for the best security practices in any industry.

256-BIT ENCRYPTION TECHNOLOGY

- » Approved by the National Security Agency, 256-bit encryption helps protect information transmitted over the Internet.

MULTIPLE OFF-SITE BACKUP LOCATIONS

- » And 24/7 system monitoring means you don't have to worry about losing data or experiencing downtime.

ISO 9001/27001/22301-CERTIFIED

- » Our information security management and quality management systems are formally audited and certified that we meet international standards.

MULTILEVEL LOGINS

- » Protects your users and data

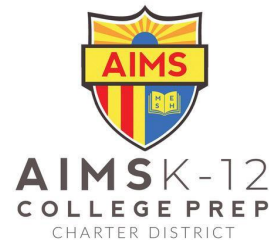
Coversheet

AIPCS Goals Discussion

Section: III. Information (Non-Action) Items
Item: G. AIPCS Goals Discussion
Purpose:
Submitted by:
Related Material: AIPCS+II+2023-2024+LCAP.pdf

Local Control and Accountability Plan 2021-2024 2023-2024 LCAP American Indian Public Charter School II

1. 2023-2024 Budget Overview for Parents
2. 2023-2024 LCAP
3. Action Tables for 2022-2023 LCAP
4. Instructions for 2023-2024 LCAP



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: American Indian Public Charter School II

CDS Code: 01-61259-0114363

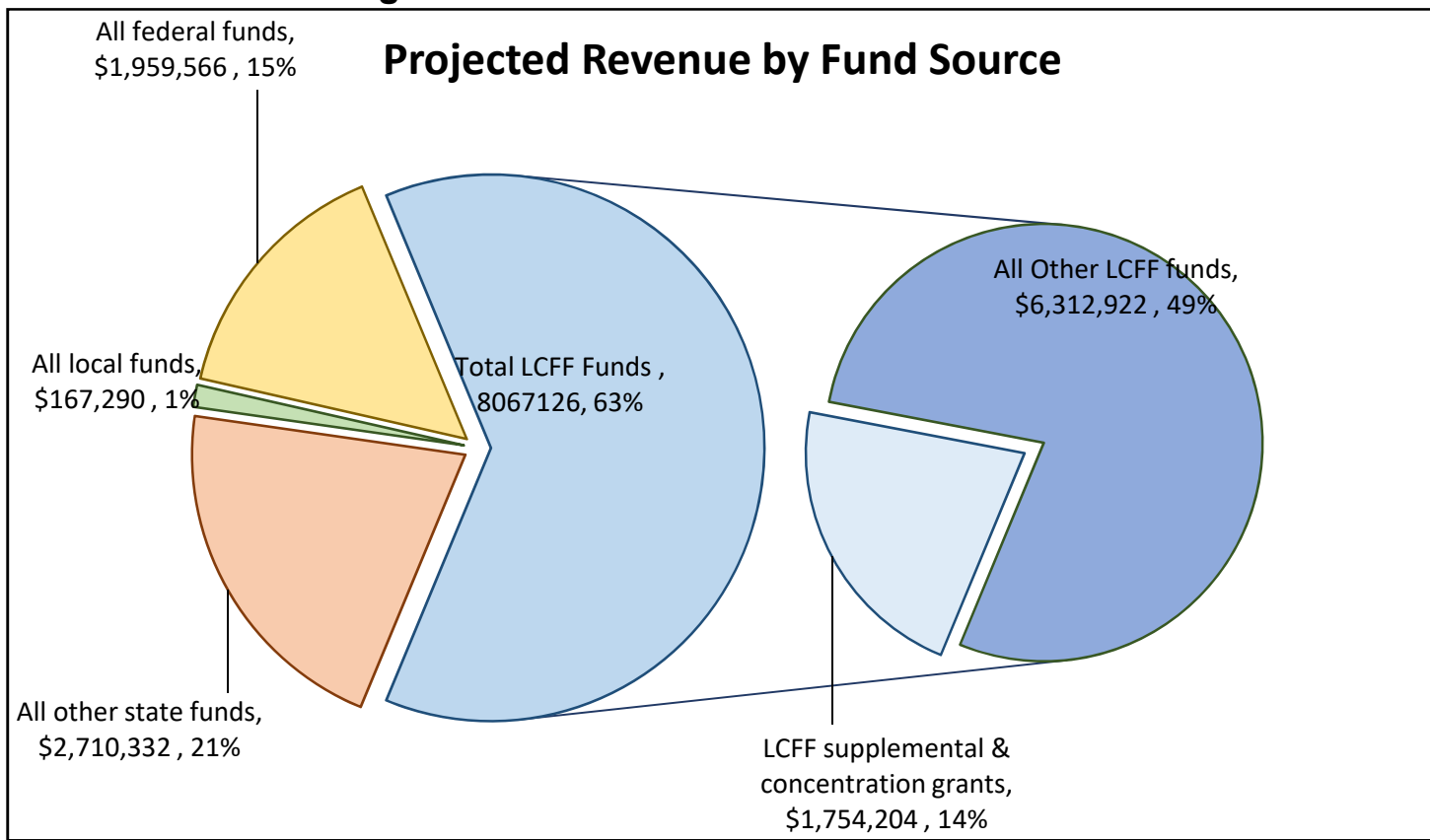
School Year: 2023-2024

LEA contact information: Natalie Glass, 510893-8701, natalie.glass@aimsk12.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-2024 School Year

Projected Revenue by Fund Source

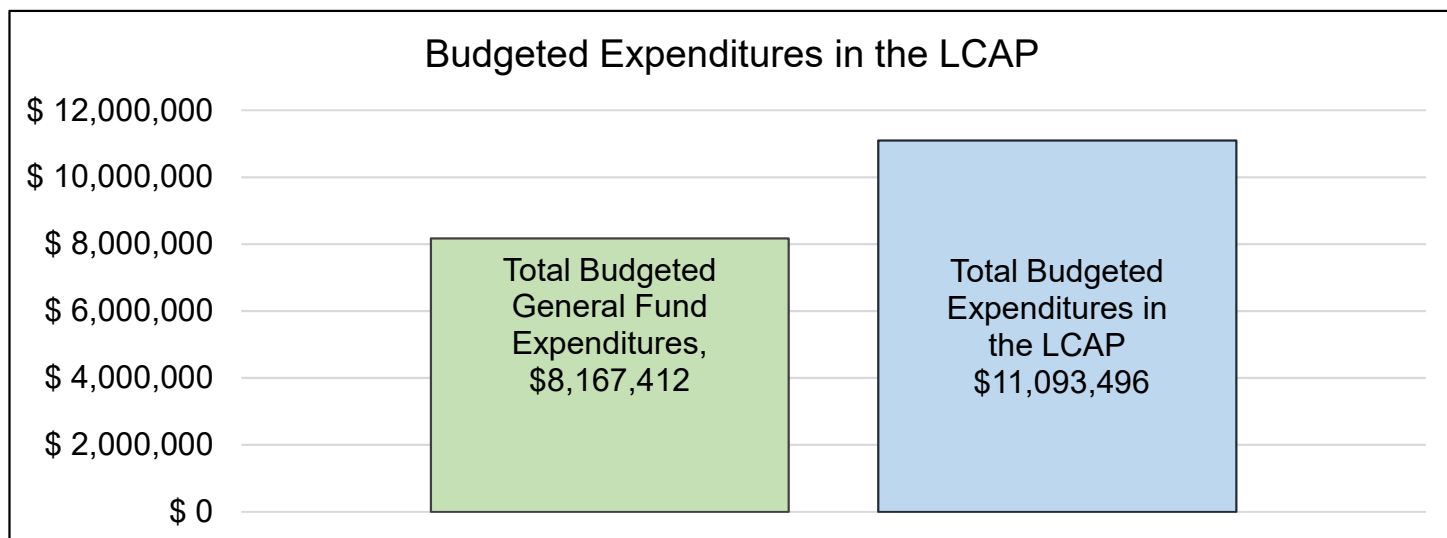


This chart shows the total general purpose revenue American Indian Public Charter School II expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for American Indian Public Charter School II is \$12,904,314.46, of which \$8,067,126.00 is Local Control Funding Formula (LCFF), \$2,710,332.45 is other state funds, \$167,290.22 is local funds, and \$1,959,565.79 is federal funds. Of the \$8,067,126.00 in LCFF Funds, \$1,754,204.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much American Indian Public Charter School II plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: American Indian Public Charter School II plans to spend \$8,167,412.00 for the 2023-2024 school year. Of that amount, \$11,093,496.00 is tied to actions/services in the LCAP and \$-2,926,084.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General operational expenses are not included as they are considered base services for the student population. The LCAP has other funds besides LCFF.

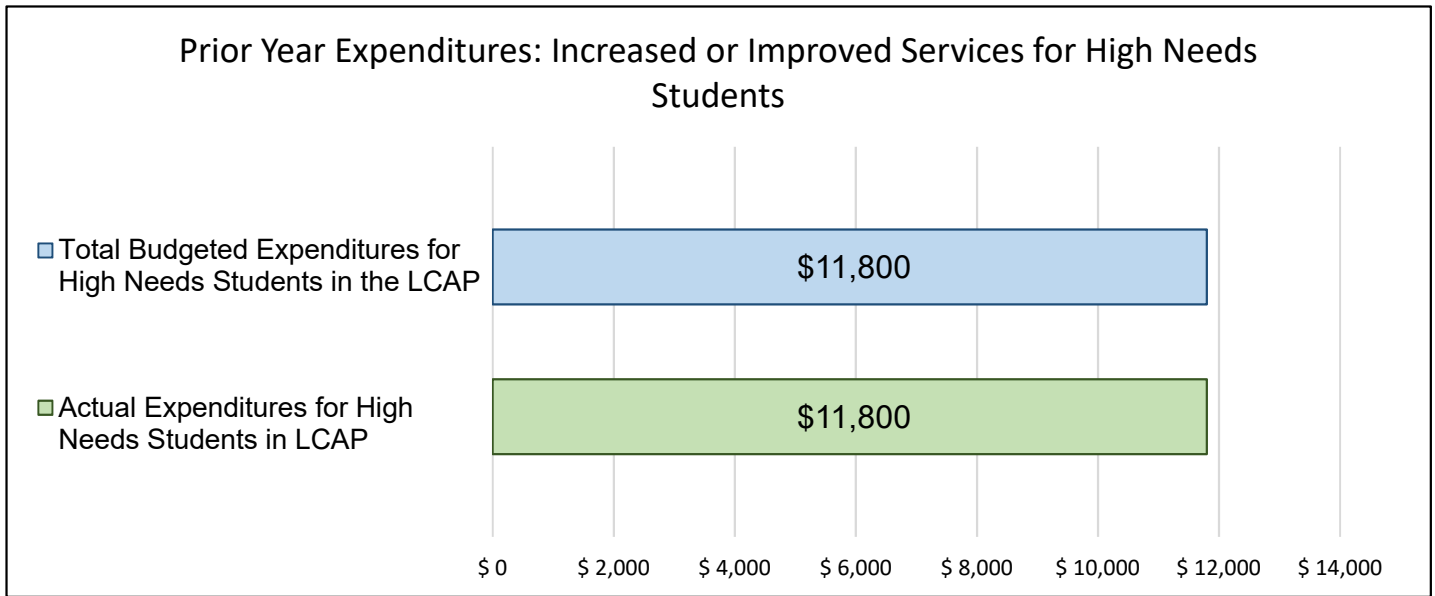
Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, American Indian Public Charter School II is projecting it will receive \$1,754,204.00 based on the enrollment of foster youth, English learner, and low-income students. American Indian Public Charter School II must describe how it intends to increase or improve services for high needs students in the LCAP. American Indian Public Charter School II plans to spend \$1,612,016.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Most of the LCFF supplemental is spent schoolwide, and we have a very high percentage of high need students count so we are ensuring that we increase or improve services for high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023



This chart compares what American Indian Public Charter School II budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what American Indian Public Charter School II estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-2023, American Indian Public Charter School II's LCAP budgeted \$11,800.00 for planned actions to increase or improve services for high needs students. American Indian Public Charter School II actually spent \$11,800.00 for actions to increase or improve services for high needs students in 2022-2023.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
American Indian Public Charter School II	Natalie Glass, Director of Schools	natalie.glass@aimsk12.org 510-893-8701

Plan Summary [2023-2024]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

American Indian Public Charter School II is located in downtown Oakland. We serve 650 students. The school community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

AIMS Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society

AIMS Credo The Family:

The Family: We are a family at AIMS Schools

The Goal: We are always working for academic and social excellence.

The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.

AIMS Values At AIMS we value:

Excellence - Commitment to excellence in all that we do

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable

Empathy - Recognition of dignity and worth of every human being Family and Community -

Building of family and community

Citizenship - Social awareness and justice that leads to action

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

LCAP Goals

- 1) **Academics & Curriculum:** We will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts).
- 2) **Instruction Development & Support:** Provide high quality classroom instruction from appropriately credentialed teachers and staff that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success.
- 3) **Measurement of Data:** Use technology and supplemental education resources to increase staff effectiveness, progress monitor, and improve student outcomes in becoming 21st century learners and educators.
- 4) **School Culture & Climate:** Create a safe and positive school that's based upon the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice that leads to action.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

AIPCS II has shown significant improvement serving the very diverse student population. CA Dashboard for 2022 has shown the continued success in the following areas:

Academic Engagement

Chronic Absenteeism: Medium- 7.9%

Academic Performance

ELA: High- 21.9 points above standard

Math: High- 12.3 points above standard

English Learners Progress: Very High- 66.7% making progress towards English Language proficiency.

Conditions and Climate

Suspension Rate: Very Low- 0.3% Suspended at least 1 day

Basics: Teachers, instructional Materials, Facilities

Standard Met

Implementation of Academic Standards

Standard Met

Parent and Family Engagement

Standard Met

Local Climate Survey

Standard Met

Access to Broad Course of Study

Standard Met

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to literacy data and progress monitoring, it shows improvement is needed with our English Learners and Low Income students. Met in English Language Arts and 32% at Standards Not Met and Standards Nearly Met in Mathematics. This specific action is principally directed to increase interventions and a multi-tiered system of supports in order to remediate skill deficits and accelerate learning to close the achievement gap. To address this need, services and supports are offered within the school day, but not limited to beyond the school day. Interventions and support are targeted and uniquely designed to take into account additional and unique risk factors for English Learners, Foster Youth and Low Income students. To expand access and opportunity to academic intervention and supports to these targeted student groups, AIPCS II will:

Support school sites in providing multi- tiered systems of support that are designed to meet the unique needs of English Learners, Low Income students.

Additionally, an opportunity for no cost enrollment at AIMS specifically designed to provide access for Low Income and English Learner students to increase their participation in After-School Tutoring. Priority is given to English Learners, Foster Youth, and Homeless Youth. By

providing no cost After School tutoring that includes the general ed teachers, and materials for intervention and enrichment specifically directed to create participation opportunities for these target groups.

Provide Response to Intervention (RTI) training and support to sites on processes and procedures. This action is designed to increase the capacity of staff to better identify and serve those struggling in reading and math, provide supplemental curriculum and materials as needed.

Evidence-based instructional strategies, designed specifically to target the unique language needs for English-learners, as well as additional risk-factors faced by low- socio economic, Homeless and Foster Youth are used to support RTI programing and services. This specific action/service is principally directed towards and effective in, increasing and improving outcomes for low income, English Learners, and Foster and Homeless Youth.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

For the start of the new 2023-24 LCAP Cycle, AIPCS II has identified four new goals:

1. **Academics & Curriculum-** Adopted additional supplemental curriculum in Science, ELA & History to support individualized needs
2. **Instruction Development & Support-** AIPCS II will attempt to increase teacher effectiveness by providing significant resources into highly qualified teachers, professional development, and PLC's. Additionally, Teachers on Special Assignment (TSA's), Instructional Coaches, and Academic Counselors will support in increasing teacher effectiveness.
3. **Measurement of Data-** AIPCS II will be adopting several benchmark examinations that are norm-referenced for local, statewide, and federal reporting purposes.
4. **School Culture & Climate-** AIPCS II will be hiring a qualified Dean of Students, Student Activity Coordinators, and Campus Supervisors to support and create the positive physical, environmental, and social aspects of school that have a profound impact on student experiences, attitudes, behaviors, and performance. AIPCS II will aim to ensure that school culture and climate supports in helping students to be motivated to learn and stay in school. In a healthy and positive school culture, all students will experience equally a supportive learning environment and opportunities that help them learn and thrive.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The LEA partnered with AIMS' stakeholders including parents, staff, and students to conduct community based meetings. The LCAP was presented to stakeholders on 4/14/23, 5/12/23, 5/30/23, and 5/31/23. The input received by all partners was taken into account and helped in the development of the plan. Additionally, annual parent and student surveys were compiled for consideration on the LCAP.

A summary of the feedback provided by specific educational partners.

- Stakeholders believed that we were allocating funds into the proper places to benefit students
- Stakeholders felt that we needed more intervention support in terms of small group instruction and pull-outs
- Stakeholders wanted more Social Emotional Learning and support for students
- Stakeholders wish to increase the amount of extra curricular activities available for all students.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

For the creation of this LCAP, we took into account all of the stakeholders' feedback from our various forms of engagement. In response to the feedback AIMS will increase support for teachers and provide more direct services to students for the 2023-2024 school year. Some of the new changes include the addition of positions like campus supervisors, licensed vocational nurses, student academic counselors, and a student activity coordinator, which will significantly increase student support and supervision. In addition, changes like the restructuring of instructional coaches, a proposed raise for teachers and staff, and the addition of teacher assistants will allow for more significant support for our staff and faculty.

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

By strengthening our commitment to Academics and Instruction, teachers and students will receive appropriately assigned instructional materials that are based upon the standards and facilitate student learning and achievement. Teachers that deliver high-quality instruction through the implementation of State Standards. An achievement gap exists for at-risk students, including English Learners, Foster Youths, Students with Disabilities and Low Income Subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress - Mathematics	55% of all students will reach proficiency in mathematics	56% Proficient	58.33% Proficient		65% of all students will reach proficiency in mathematics or higher.
California Assessment of Student Performance and Progress- Mathematics- Students w/ Disabilities	Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Small Sample Size to Report	33.34% Proficient	46% Proficient		45% of students w/ disabilities will reach proficiency in mathematics or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress - English Language Arts	45% of all students will reach proficiency in English Language Arts	61% Proficient	60.33% Proficient		55% of all students will reach proficiency in English Language Arts or higher
California Assessment of Student Performance and Progress - English Language Arts - Students w / Disabilities	Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Small Sample Size to Report	33.33% Proficient	33% Proficient		45% of students w/ disabilities will reach proficiency in English Language Arts or higher
California Assessment of Student Performance and Progress Science	40% of all students will reach proficiency in Science	35% Proficient	27.5% Proficient		60% of all students will reach proficiency in Science
English Learners making annual growth as measured by ELPAC annual growth data	At least 60% of English Language Learners will make at least one year’s progress in learning English	64% of English Language Learners made at least one year’s progress based on ELPAC data available as of 6/15/22	2022-2023 53% progressed at least one ELPAC level		65% of English Language Learners will make at least one year’s progress in learning English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	40% EL Reclassification Rate	10% of EL students were reclassified in 21-22	2022-2023 18% Reclassification rate		40% EL Reclassification Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Textbooks and Supplemental Curriculum, and Individual Online Learning Platforms	<p>Approved textbooks and standards aligned instructional materials will ensure that students will have access to appropriate curriculum.</p> <p>Supplement testing prep materials (CAASPP, CAST and CAT).</p> <p>Approved online learning programs to supplement learning and promote student success.</p> <p>Raz-Kids, Quill Writing, IXL, Learning Farm, Learning Ally, Kami, additional learning programs.</p> <p>\$9000 from Title IV, \$16,000 ESSER III, \$120,205 from LCFF ALEKS \$4000 ESSERIII</p>	\$149, 205	[Y/N]
1.2	VAPA-Visual Performing Arts Department Resources (Prop 28)	Additional materials and resources will be purchased to support the Visual Performing Arts Department.	\$50,000	
1.3	Instructional Materials	<p>Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, student planners, class materials and supplies.</p> <p>751 LCAP, 11,745.09 Title I, 40,000 ESSER</p>	\$52,496.09	

Action #	Title	Description	Total Funds	Contributing
1.4	ELD Curriculum, ELD Field Trips, Supplies and Materials	ELD curriculum, supplies and materials will support instructional lesson plans to meet the needs of identified English Learner students. Field trips will enhance learning experiences. Title III	27,261.00	

Goal Analysis for [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The curriculum used provided opportunities for students to practice and achieve proficiency in content and applied learning skills.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

AIMS will continue to utilize approved textbooks, curriculum, and instructional materials.

Metrics for students with disabilities have been added because CAASPP and local data indicate that students w/ disabilities are at a greater risk of not achieving grade level standards. Students with disabilities have shown an achievement gap compared to “all students” in academic performance in both local and state assessments in English Language Arts and Mathematics. AIMS K12 partnered with the EL Dorado Charter SELPA, beginning in July 2022, to build capacity and create a special education program that provides a range of services for students with disabilities that support learning opportunities aimed at reducing the achievement gap.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 2

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

An explanation of why the LEA has developed this goal.

AIMS caters to the holistic needs of students by fully-funding all relevant and necessary instructional materials for students, school uniforms, and supplemental resources. Together, these two elements will help students, teachers, staff, and administrators thrive. We make sure to screen potential candidates and hire only those who are qualified to teach in an AIMS classroom. Our teachers go through weeks of professional development during the school year to ensure they are teaching up to our high standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately credentialed and assigned teachers	68.82% of teachers were appropriately assigned and credentialed during the school year CalSAAS Summary findings used.	70.47% of teachers were appropriately assigned and credentialed during the school year CalSAAS Summary findings used.	71.88% were appropriately assigned and credentialed during the school year Year 2 is an estimate; CalSAAS reporting is not yet available for calculation.		90% of teachers are appropriately credentialed and assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher misassignment	31.18% of teacher misassignment	29.53% of teacher misassignment	28.12% of teacher misassignment Year 2 is an estimate; CalSAAS reporting is not yet available for calculation.		10% of teacher misassignment
Student access to instructional materials and supplies	100% of students have access to board adopted materials and instructional supplies	100% of students have access to board adopted materials and instructional supplies	100% of students have access to board adopted materials and instructional supplies		100% of students have access to board adopted materials and instructional supplies
Professional Development Attendance	At least 90% of the staff will attend professional development when it occurs	95% Staff attendance for PDs	95% Staff attendance for PDs		At least 90% of the staff will attend professional development when it occurs

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Administrative Staff	The Director of Schools, Head of Division for Academics, and Dean of Students will run the day to day operations of AIMS .	\$302,884.00	[Y/N]
2.2	Teachers, Substitutes	Appropriately assigned, trained, and credentialed Teachers (including SPED and ELD) and will provide high quality instruction to all students using AIMS practices and data driven strategies. Substitute teachers will also provide temporary classroom coverage for absent teachers.	\$3,241,298.00	

Action #	Title	Description	Total Funds	Contributing
2.3	School Supplies and Uniforms LCFF	The school will provide all necessary resources and components to support student learning, including school supplies, uniforms, science lab, and other instructional materials.	\$36,000.00	
2.4	Professional Development and Coaching Title II funds	Ongoing professional development and learning opportunities and resources for teachers will enhance their skills to improve student outcomes. In addition, Integrated and Designated ELD PD will support general ed teachers in support of ELLs. Identified areas of development include Bloom's Taxonomy, Differentiated Instruction, Modified and Adapted Curriculum for EL and SPED students, and culturally responsive pedagogy. TSA's will provide extensive support for teachers through weekly coaching and professional development	\$31,507.28	
2.5	Support Staff LCFF	Support staff will provide regular and equitable instructional "push-in" and "pull-out" support to students. Support staff will also provide and promote a positive, proactive, professional, and efficient environment. Support Staff will include: Instruction Aids Clerks, Teacher Assistants, and Campus Supervisors	\$848,982.00	
2.6	College Bound Kids Coordinator and Program LCFF	College bound kids will provide youth with the guidance, support and encouragement to attain college goals.	\$8,337.00	
2.7	Saturday Intervention Enrichment School, Students Tutors, Summer Intervention, Winter Intervention, Spring and Thanksgiving Intervention Program Coordinator Staffing and Supplies ELOP	AIMS will provide enrichment programming and academic intervention and support during planned school breaks as well as before and after school for expanded learning opportunities.	\$1,335,739.75	
2.8	EI Dorado SELPA Agreement Fed SpEd	AIMS will contribute funds for eligible students to the EI Dorado SELPA for SPED Services, which includes individualized education plans, resources, and services for students with disabilities to be successful in school.	\$105,049.00	

Action #	Title	Description	Total Funds	Contributing
2.9	SpEd Staff and Supplies and Materials for SpEd students (State SPED)	In conjunction with the AIMS K12 District, AIMS will maintain the SPED Director, Psychologist, Paraprofessional Aide, Speech Therapist, and Compliance Officer to provide support to AIMS Students with Disabilities. <i>Other State Funds breakdown: 413,676 Total Personnel 110,386 Non Personnel</i>	\$524,062.00	
2.10	Academic Counselor, Student Activity Coordinator	AIMS will maintain the academic counselor to synthesize and analyze data and review student learning trends. The Student Activity Coordinator will maintain school events.	\$32,990.00	
2.11	ELD Coordinator & ELD IA LCFF	ELD Coordinator and ELD IA will provide regular and equitable instructional support with “push in” and “pull out.” ELD Coordinator will support teachers with lesson plans to embed and implement ELD standards.	100,558.00	

Goal Analysis for [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

AIMS continues to provide training and support for all teachers across the content areas. The Summer Bootcamp and our midyear Bootcamp held this year are examples of how we have continued our training for staff. Professional Learning Communities (PLC) training continued with a focus on student achievement, classroom instruction, and intervention.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In identifying learning gaps caused by distance learning AIMS will provide additional academic support for all students by embedding intervention support in the daily school schedule. AIMS will also hire an Academic Counselor. Additionally, AIMS will hire an Instructional Coach to support teachers in using data to improve instruction on all levels. These Coaches will work with teachers to improve the quality of their lessons, design targeted professional development topics, develop coaching plans for teachers to ensure student improvement and the overall quality of students' education.

The 100% goal for correctly assigned and credentialed teachers was modified in light of continuing Bay Area-wide teacher shortages and turnover. AIMS has made progress in realizing gains to move us out of Williams Assignment Monitoring. Effective the 2022-2023 Academic Year, AIMS added a senior level Credential Analyst to advise all prospective and employed teachers, gained approval for CTC Online recommendation access for teaching and English Learner Permits, increased the number of MOU's with teacher preparation programs to 8, and conducted regular meetings with Site Administrators to confer and consult regarding placing and monitoring assignments and credential status updates. Deficits in assignment monitoring understanding and credential program guidance are being remedied.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

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

An explanation of why the LEA has developed this goal.

AIPCS II will continue to analyze and assess verifiable data that is norm-referenced for reporting to the state and our charter authorizer, as this information will help determine how best to mitigate any potential student learning loss. We will also use technology and various online

programs to track student performance data, share the data, and plan with it. We will administer assessments throughout the year to track all student’s progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Formative Assessment Scholastic Math Inventory (SMI)	50% of students will be at grade the grade level proficiency	72% of students are at grade level proficiency	72% of students are at grade level proficiency		70% of students will be at grade the grade level proficiency
Formative Assessment Scholastic Reading Inventory (SRI)	40% of students will be at grade the grade level proficiency	65.5% of students are at grade level proficiency	64.5% of students are at grade level proficiency		60% of students will be at grade the grade level proficiency
Illuminate Math	Each K-5 grade level will have a proficiency rate of at least 50% or above	84% of students are at grade level proficiency	40% of students are at grade level proficiency		Each grade level will have a proficiency rate of at least 55%
Illuminate ELA	Each K-5 grade level will have a proficiency rate of at least 45% or above	63% of students are at grade level proficiency	58.5% of students are at grade level proficiency		Each grade level will have a proficiency rate of at least 50%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	District-Wide Assessments & Data Platforms ESSER III, LCFF	AIMS will contract with a third-party entity to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements Illuminate-\$5,478 (ESSER III) Unified Insights- \$4794 (LCFF)	\$10,272.00	[Y/N]
3.2	HMH Scholastic Math Inventory/ HMH Scholastic Reading Inventory Title IV Funds	HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student. Proficiency levels dictate Statewide assessment trajectory. Scholastic Reading Inventory (SRI) Interactive is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument can be used as a diagnostic tool to place students at the best level in the program so they can read with success. Includes professional development for teachers.	\$9,000.00	

Goal Analysis for [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The Scholastic Reading and Math Inventory was instrumental in tracking student progress throughout the school year and providing intervention for students that require it.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

AIMS will continue to use the Scholastic Reading and Math Inventory in addition to the District Wide Assessment and Data Platform to monitor student progress.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 4

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

An explanation of why the LEA has developed this goal.

To provide students and families with appropriate health services interventions to be healthy and be able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students. COVID-19 has reminded us that the holistic needs of students (particularly mental health) must be taken into account in order to facilitate student and community success. Our goal is to provide a positive,

safe, and comfortable environment where students and teachers only need to worry about teaching and learning. We also want to focus on positive interactions with staff and students. We want to teach students how to learn from their mistakes, interact with their peers, and build trust within the school community.

With the rise of racial/ethnic violence spreading throughout the Bay Area, we at AIMS want to show that we are doing more than just providing verbal support. Through our practices in restorative justice, we have developed and will continue to practice using community circles. We find that this is the best way for students to create dialogue, learn about each other’s background, cultures, and mannerisms. Our goal is for everyone to talk about these issues head on and to learn to build friendships by discussing the current issues as well as their feelings. Teaching students to learn to accept others for who they are is one of the main goals which is rooted in Goal 4. As for students who have been victims or witnessed acts of violence because of their skin color or race, we will have an on-site counselor who will be there for emotional support. We want to make a stand and teach students to love thy neighbor. We want to show that the classroom is a safe space for students of all races.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95% ADA	96.49% ADA	93.82% ADA		97.5% ADA
School Survey - Question regarding Safety	Student Response: 80% Family Response: 80%	Student Response: 85.5% Family Response: 96.9%	Student Response: 85.47% Family Response: 94.93%		Student Response: 85% Family Response: 85%
Family Survey - Question regarding High Expectations	Family Response: 85%	Family Response: 98.4%	Family Response: 92.75%		Family Response: 90%
Student Survey Student - Caring Relationships	Student Survey Response: 80%	Student Survey Response: 94.2%	Student Survey Response: 87%		Student Survey Response: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students in grade K-5, receiving social emotional counseling, who reported an increased sense of connection and belonging.	No baseline data available (this data has not been previously collected)	This data has not been previously collected.	6/10: 60%		70 % of students who received counseling will report an increased sense of connection and belonging. (Note: the desired outcome may be adjusted to reflect Year 2 Outcome).
School Wide Suspension Rate	School Wide Suspension Rate 5%	School Wide Suspension Rate 2.5%	School Wide Suspension Rate 2.15%		< 3%
School facility is maintained and in good repair. The facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2020-2021 the facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2021-2022 the facility received Good rating on the Facilities Inspection Tool	School facility is maintained and in good repair. For 2022-2023 the facility received Good rating on the Facilities Inspection Tool		The facility receives at least a Good rating on the Facilities Inspection Tool
Food Service Survey- Quality of meals and interest to enhance overall wellbeing	Positive Response of at least 70% or above	91% Positive Response	Positive Response of at least 70% or above		Positive Response of at least 75% or above

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	AIMS K-12 College Prep Charter District CMO (LCFF)	The AIMS District CMO covers costs associated with the office of the Superintendent, the Business Department, Operations, and Human Resources. These departments help facilitate the management of the AIMS organization.	\$2,538,230.00	N
4.2	Socioemotional Counselor Mental Health Workshops / Presentations and Program Expenses (LCFF)	The AIMS Socioemotional Counselor provides mild to moderate socioemotional guidance, counseling, and support to help promote the holistic well-being of students - particularly with extra care towards student mental health. Professional consultants from the mental health industry will provide training and support to the AIMS community.	\$70,540.00	
4.3	Health Coordinator (ESSER III)	The AIMS school nurse and Health Clerk 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.	\$70,411.00	
4.4	Community Liaison and Parent Engagement (LCFF)	The AIMS Community Liaison helps lead the Family Advisory Council (FAC) and provides wrap-around support, voices, and engagement activities for all families. Parent engagement such as Back to School Night, Open House, Town Hall Meetings	\$85,102.00	

Action #	Title	Description	Total Funds	Contributing
4.5	Healthy and Nutritious Meals, Child Nutrition & Food Services [NSLP/SSO] (LCFF, SSO)	AIMS will implement its free-and reduced breakfast and lunch program to ensure that students are well-nourished and prepared to learn. Additionally, AIMS will continue to provide resources for nutrition education and materials to promote healthy alternatives that meet wellness policy and state and federal guidelines.	\$292,166.00	
4.6	Custodial Staff, Facility Maintenance & Utilities (ESSER III, LCFF)	At AIMS, we believe that our school should continue to be clean and inviting, maintained and in good repair, and have the necessary supplies and utilities to be sustainable in an environmentally responsible manner. Custodial Staff will provide a clean and safe environment, based upon COVID-19 standards, with facilities maintained and in good repair. The school will make improvements needed to be in compliance with Williams Act monitoring. This includes restroom flooring upgrades and other needed upgrades.	\$700,209.00	
4.7	AIMS Athletic Department and Clubs (LCFF)	The purpose of the AIMS Athletic Department is to aid in the academic, emotional, mental, and physical development of our scholar-athletes through the promotion of teamwork, leadership, sportsmanship, and organized athletic competition. \$56,243.00 LCFF ELOP - \$20,000	\$76,243.00	

Action #	Title	Description	Total Funds	Contributing
4.8	Oakland Enrolls / Schoolmint / PowerSchool - Student Information System / ParentSquare (LCFF)	<p>AIMS has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable.</p> <p>PowerSchool is the Student Information System that is used to keep track of attendance, gradebook and student demographic information.</p> <p>ParentSquare is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. Parent Square also delivers secure documents and provides translation support in Chinese and Spanish languages.</p> <p>Oakland Enrolls - \$21,000 - under dues and membership Schoolmint - \$6000 PowerSchool - Student Information System - \$9000 ParentSquare \$3500</p>	\$39,500.00	
4.9	Public Transportation Support to Vulnerable Student Populations (LCFF)	<p>AIMS will provide support to its most vulnerable student populations (low-income, homeless, foster care, etc.) by providing public transportation passes (clipper cards).</p>	No cost	
4.10	IT Services / IT Maintenance (LCFF)	<p>AIMS will contract IT services to help maintain and improve our wireless and technology infrastructure.</p> <p>School Site IT Services \$15,000</p>	\$15,000	
4.11	Computer / School Furniture Inventory (ESSER III)	<p>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. AIMS will also review and examine its existing school furniture inventory in order to maintain a clean and inviting environment within its school.</p> <p>\$75,000 ESSER III School Furniture: \$3,500 (ESSER III)</p>	\$78,500	

Action #	Title	Description	Total Funds	Contributing
4.12	Campus Security / Bell System Enhancements (LCFF)	AIMS will commit to additional campus security enhancements, including the installation of additional security cameras and software, and enhancements to our digital bell system. AIMS will also commit to an orderly pick up and dismissal system. AIMS will be in compliance with school safety procedures and will carry out monthly drills.	\$3,000.00	
4.13	Experiential Learning / Field Trip Opportunities (ELOP)/Measure G1	AIMS will commit funding to permit students to engage in educational and end of year field trips. AIMS Middle School will promote college visits by committing to 8th grade college tours.	\$44,000	
4.14	After School & Enrichment / Extracurricular Programs (BACR)	AIMS will hold extracurricular programs to promote student engagement (AIMS Elementary Chess Club) and extracurricular clubs.	\$203,279	
4.15	Teacher Appreciation	Different events and activities to show educator appreciation	No Cost	

Action #	Title	Description	Total Funds	Contributing
4.16	School Culture Enhancements/ SEL Curriculum/ No Bullying Schools (LCFF, Measure G1, ESSER III)	<p>AIMS will commit to school culture by enhancing social emotional learning with positive behavior programs, GoGuardian, assemblies and guest speakers, PBIS and PBIS events with incentives.</p> <p>AIMS will continue to implement Positive Behavior Intervention Support (PBIS) programs and incentives to provide access to social/emotional curriculum, encourage positive behavior through student rewards. Together, with restorative justice practices, and curriculum, PBIS will help increase student attendance, maintain a low suspension rate, and promote a safe and positive learning environment.</p> <p>The Golden Talon Yearbook AIMS will commit funding to the printing and distribution of The Golden Talon Yearbook, a student yearbook production.</p> <p>SGA The AIMS Student Government Association will provide opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment.</p> <p>Student SWAG with school-wide campaign materials.</p> <p>SEL Curriculum - \$6,000 (ELOP) PBIS - \$2,020.00 (LCFF) SGA - no cost Talon Yearbook PBIS - Program - \$1,225.00 (Measure G1) PBIS Incentives & Rewards - \$3,000.00 (Measure G1) Go Guardian: \$7,500 (ESSER III) Positive School Culture Contractor \$5,000 (Measure G1)</p>	\$24,745.00	
4.17	Student Events (LCFF, Measure G1)	<p>AIMS will have student events such as graduation, orientations, honor roll assemblies with incentives to promote school community.</p> <p>Grad Supplies & Grad Venue- \$6,225.00 PBIS Events- \$5,000.00 (Measure G1)</p>	\$11,225.00	

Action #	Title	Description	Total Funds	Contributing
4.18	District Oversight Fee (LCFF)	District oversight fee	\$ 76,263.32	

Goal Analysis for [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

AIMS successfully implemented the planned actions to ensure students' health & safety.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

AIMS will continue to focus on the holistic needs of our students. In doing so, we will continue to utilize PBIS to incentivize positive student behavior, Character Strong to provide students with SEL support, and work closely with our school counsels in identifying specific needs of individual students.

Additionally, a new metric was added to support the social emotional development of all students. AIMS K12 partnered with the El Dorado Charter SELPA, beginning in July 2022, to build capacity around the creation of a special education program that uses a MTSS framework to provide a range of academic, social-emotional and behavioral services and supports. The metric is aimed at developing the whole child in an inclusive and equitable learning environment that closes equity gaps for all students'.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,754,204	#[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.79%	0%	\$0	27.79%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

To support progress towards proficiency and reclassification, English learners receive daily designated and integrated ELD instruction to practice language skills and to support progress relative to achieving academic standards. Instruction is targeted to specific student proficiency levels. Our English Language Development teachers, and aides provide support to our English learner students through 1:1 and/or small groups instruction focusing on speaking and listening and supporting students with vocabulary and assignments as needed. Progress is monitored through assessments, assignments and interactions.

Our low-income students have access to free meals, technology, counseling and other support as needed. AIMS utilizes benchmark assessments and ongoing formative assessments to monitor student progress. Progress monitoring and research based interventions are in place to accelerate academic progress and to meet grade level standards.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

AIMS will continue to identify students' needs through CAASPP data, District assessment data, intervention meetings and support them through research-based interventions, targeted support in the classroom. There will be continued focus on teacher training, professional

development, and Professional Learning Communities to expand targeted instruction for EL students, building practices of expanding academic vocabulary skills, comprehension, speaking, listening, reading and writing.

AIMS will:

- Analyze and reflect upon student achievement results from District benchmark assessments and CAASPP assessments
- Align benchmark assessments and instruction with Common Core State Standards and essential standards
- Utilize these assessments to provide important information that will guide curriculum and instructional decisions
- Provide time for grade level teams to engage in collegial dialogue and analysis of assessment results as a means to guide instruction

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:65	1:65
Staff-to-student ratio of certificated staff providing direct services to students	1:20	1:20

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

2023-2024 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2023-2024	\$ 6,515,995	\$ 1,612,016	24.74%	0.00%	24.74%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Textbooks and Supplemental Curriculum, and Individual Online Learning Platforms	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 149,205	\$ 120,205	\$ -	\$ -	\$ 29,000	\$ 149,205	0.00%
1	2	VAPA-Visual Performing Arts Department Resources	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	\$ 50,000	0.00%
1	3	Instructional Materials	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 52,496	\$ 751	\$ -	\$ -	\$ 51,745	\$ 52,496	0.00%
1	4	ELD Curriculum, ELD Field Trips, Supplies and Materials	EL Students	Yes	Limited	English Learners	AIPCS II	Ongoing	\$ -	\$ 27,261	\$ -	\$ -	\$ -	\$ 27,261	\$ 27,261	0.00%
2	1	Administrative Staff	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ 302,884	\$ -	\$ 302,884	\$ -	\$ -	\$ -	\$ 302,884	0.00%
2	2	Teachers, Substitutes	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ 3,241,298	\$ -	\$ 2,366,658	\$ 240,232	\$ 60,280	\$ 574,128	\$ 3,241,298	0.00%
2	3	School Supplies and Uniforms	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 36,000	\$ 36,000	\$ -	\$ -	\$ -	\$ 36,000	0.00%
2	4	Professional Development and Coaching	All Students	Yes	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 31,507	\$ -	\$ -	\$ -	\$ 31,507	\$ 31,507	0.00%
2	5	Support Staff	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ 848,982	\$ -	\$ 848,982	\$ -	\$ -	\$ -	\$ 848,982	0.00%
2	6	College Bound Kids	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ 8,337	\$ -	\$ 8,337	\$ -	\$ -	\$ -	\$ 8,337	0.00%
2	7	Saturday Intervention Enrichment School, Students Tutors, Summer Intervention, Winter Intervention, Spring and Thanksgiving Intervention, Program Coordinator Staffing and Supplies	All Students	Yes	LEA-wide	All	AIPCS II	Ongoing	\$ 995,740	\$ 340,000	\$ -	\$ 1,335,740	\$ -	\$ -	\$ 1,335,740	0.00%
2	8	El Dorado SELPA Agreement	SpEd	Yes	Limited	All	AIPCS II	Ongoing	\$ -	\$ 105,049	\$ -	\$ -	\$ -	\$ 105,049	\$ 105,049	0.00%
2	9	SpEd Staff and Supplies and Materials for SpEd students (State SPED)	SpEd	Yes	Limited	All	AIPCS II	Ongoing	\$ 413,676	\$ 110,386	\$ -	\$ 524,062	\$ -	\$ -	\$ 524,062	0.00%
2	10	Academic Counselor, Student Activity Coordinator	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ 32,990	\$ -	\$ 32,990	\$ -	\$ -	\$ -	\$ 32,990	0.00%
2	11	ELD Coordinator	EL Students	Yes	Limited	English Learners	AIPCS II	Ongoing	\$ 100,558	\$ -	\$ 100,558	\$ -	\$ -	\$ -	\$ 100,558	0.00%
3	1	District-Wide Assessments & Data Platforms	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 10,272	\$ 4,794	\$ -	\$ -	\$ 5,478	\$ 10,272	0.00%
3	2	HMH Math Inventory /HMH Scholastic Reading Inventory / Quill Writing	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	\$ 9,000	0.00%
4	1	AIMS K-12 College Prep Charter District CMO	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 2,538,230	\$ 2,538,230	\$ -	\$ -	\$ -	\$ 2,538,230	0.00%
4	2	Socioemotional Counselor Mental Health Workshops / Presentations and Program Expenses	All Students	Yes	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 70,540	\$ 70,540	\$ -	\$ -	\$ -	\$ 70,540	0.00%
4	3	Health Coordinator	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 70,411	\$ -	\$ -	\$ -	\$ 70,411	\$ 70,411	0.00%
4	4	Community Liaison and Parent Engagement	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ 85,102	\$ -	\$ 85,102	\$ -	\$ -	\$ -	\$ 85,102	0.00%
4	5	Healthy and Nutritious Meals, Child Nutrition & Food Services (NSLP/SSO)	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 292,166	\$ -	\$ -	\$ -	\$ 292,166	\$ 292,166	0.00%
4	6	Custodial Staff, Facility Maintenance & Utilities	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 700,209	\$ 505,209	\$ -	\$ -	\$ 195,000	\$ 700,209	0.00%
4	7	AIMS Athletic Department and Clubs	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 76,243	\$ 56,243	\$ 20,000	\$ -	\$ -	\$ 76,243	0.00%
4	8	Oakland Enrolls / Schoolmint / PowerSchool - Student Information System / ParentSquare	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 39,500	\$ 39,500	\$ -	\$ -	\$ -	\$ 39,500	0.00%
4	9	Public Transportation Support to Vulnerable Student Population (NO COST)	All Students	Yes	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
4	10	IT Services / IT Maintenance	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	0.00%
4	11	Computer / School Furniture Inventory	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 78,500	\$ -	\$ -	\$ -	\$ 78,500	\$ 78,500	0.00%
4	12	Campus Security / Bell System Enhancements	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000	0.00%
4	13	Experiential Learning / Field Trip Opportunities	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 44,000	\$ -	\$ 34,000	\$ 10,000	\$ -	\$ 44,000	0.00%
4	14	After School & Enrichment / Extracurricular Programs (BACR)	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 203,279	\$ -	\$ 203,279	\$ -	\$ -	\$ 203,279	0.00%
4	15	Teacher Appreciation (NO COST)	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
4	16	School Culture Enhancements/ SEL Curriculum/ No Bullying Schools	All Students	Yes	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 24,745	\$ 2,020	\$ 6,000	\$ 9,225	\$ 7,500	\$ 24,745	0.00%
4	17	Student Events	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 11,225	\$ 6,225	\$ -	\$ 5,000	\$ -	\$ 11,225	0.00%
4	18	District Oversight Fee	All Students	No	LEA-wide	All	AIPCS II	Ongoing	\$ -	\$ 76,263	\$ 76,263	\$ -	\$ -	\$ -	\$ 76,263	0.00%

2023-2024 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 7,118,933	\$ 2,413,313	\$ 84,505	\$ 1,476,745	11,093,496	\$ 6,029,567	\$ 5,164,488

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Textbooks and Supplemental Curriculum, and Individual Online Learning Platforms	All Students	\$ 120,205	\$ -	\$ -	\$ 29,000	\$ 149,205
1	2	VAPA-Visual Performing Arts Department Resources	All Students	\$ -	\$ 50,000	\$ -	\$ -	\$ 50,000
1	3	Instructional Materials	All Students	\$ 751	\$ -	\$ -	\$ 51,745	\$ 52,496
1	4	ELD Curriculum, ELD Field Trips, Supplies and Materials	EL Students	\$ -	\$ -	\$ -	\$ 27,261	\$ 27,261
2	1	Administrative Staff	All Students	\$ 302,884	\$ -	\$ -	\$ -	\$ 302,884
2	2	Teachers, Substitutes	All Students	\$ 2,366,658	\$ 240,232	\$ 60,280	\$ 574,128	\$ 3,241,298
2	3	School Supplies and Uniforms	All Students	\$ 36,000	\$ -	\$ -	\$ -	\$ 36,000
2	4	Professional Development and Coaching	All Students	\$ -	\$ -	\$ -	\$ 31,507	\$ 31,507
2	5	Support Staff	All Students	\$ 848,982	\$ -	\$ -	\$ -	\$ 848,982
2	6	College Bound Kids	All Students	\$ 8,337	\$ -	\$ -	\$ -	\$ 8,337
2	7	Saturday Intervention Enrichment School, Students Tutors, Summer Intervention, Winter Intervention, Spring and Thanksgiving Intervention, Program Coordinator Staffing and Supplies	All Students	\$ -	\$ 1,335,740	\$ -	\$ -	\$ 1,335,740
2	8	EI Dorado SELPA Agreement	SpEd	\$ -	\$ -	\$ -	\$ 105,049	\$ 105,049
2	9	SpEd Staff and Supplies and Materials for SpEd students (State SPED)	SpEd	\$ -	\$ 524,062	\$ -	\$ -	\$ 524,062
2	10	Academic Counselor, Student Activity Coordinator	All Students	\$ 32,990	\$ -	\$ -	\$ -	\$ 32,990
3	1	District-Wide Assessments & Data Platforms	All Students	\$ 4,794	\$ -	\$ -	\$ 5,478	\$ 10,272
3	2	HMH Math Inventory /HMH Scholastic Reading Inventory / Quill Writing	All Students	\$ -	\$ -	\$ -	\$ 9,000	\$ 9,000
4	1	AIMS K-12 College Prep Charter District CMO	All Students	\$ 2,538,230	\$ -	\$ -	\$ -	\$ 2,538,230
4	2	Socioemotional Counselor Mental Health Workshops / Presentations and Program Expenses	All Students	\$ 70,540	\$ -	\$ -	\$ -	\$ 70,540
4	3	Health Coordinator	All Students	\$ -	\$ -	\$ -	\$ 70,411	\$ 70,411
4	4	Community Liaison and Parent Engagement	All Students	\$ 85,102	\$ -	\$ -	\$ -	\$ 85,102
4	5	Healthy and Nutritious Meals, Child Nutrition & Food Services [NSLP/SSO]	All Students	\$ -	\$ -	\$ -	\$ 292,166	\$ 292,166
4	6	Custodial Staff, Facility Maintenance & Utilities	All Students	\$ 505,209	\$ -	\$ -	\$ 195,000	\$ 700,209
4	7	AIMS Athletic Department and Clubs	All Students	\$ 56,243	\$ 20,000	\$ -	\$ -	\$ 76,243
4	8	Oakland Enrolls / Schoolmint / PowerSchool - Student Information System / ParentSquare	All Students	\$ 39,500	\$ -	\$ -	\$ -	\$ 39,500

4	9	Public Transportation Support to Vulnerable Student Population (NO COST)	All Students	\$ -	\$ -	\$ -	\$ -	\$ -
4	10	IT Services / IT Maintenance	All Students	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
4	11	Computer / School Furniture Inventory	All Students	\$ -	\$ -	\$ -	\$ 78,500	\$ 78,500
4	12	Campus Security / Bell System Enhancements	All Students	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
4	13	Experiential Learning / Field Trip Opportunities	All Students	\$ -	\$ 34,000	\$ 10,000	\$ -	\$ 44,000
4	14	After School & Enrichment / Extracurricular Programs (BACR)	All Students	\$ -	\$ 203,279	\$ -	\$ -	\$ 203,279
4	15	Teacher Appreciation (NO COST)	All Students	\$ -	\$ -	\$ -	\$ -	\$ -
4	16	School Culture Enhancements/ SEL Curriculum/ No Bullying Schools	All Students	\$ 2,020	\$ 6,000	\$ 9,225	\$ 7,500	\$ 24,745
4	17	Student Events	All Students	\$ 6,225	\$ -	\$ 5,000	\$ -	\$ 11,225
4	18	District Oversight Fee	All Students	\$ 76,263	\$ -	\$ -	\$ -	\$ 76,263

2023-2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,515,995	\$ 1,612,016	24.74%	0.00%	24.74%	\$ 173,118	0.00%	2.66%	Total:	\$ 173,118
								LEA-wide Total:	\$ 173,118
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Textbooks and Supplemental Curriculum, and Individual Online Learning Platforms	No	LEA-wide		AIPCS II	\$ -	0.00%
1	2	VAPA-Visual Performing Arts Department Resources	No	LEA-wide		AIPCS II	\$ -	0.00%
1	3	Instructional Materials	No	LEA-wide		AIPCS II	\$ -	0.00%
1	4	ELD Curriculum, ELD Field Trips, Supplies and Materials	Yes	LEA-wide		AIPCS II	\$ -	0.00%
2	1	Administrative Staff	No	LEA-wide		AIPCS II	\$ -	0.00%
2	2	Teachers, Substitutes	No	LEA-wide		AIPCS II	\$ -	0.00%
2	3	School Supplies and Uniforms	Yes	LEA-wide	All	AIPCS II	\$ -	0.00%
2	4	Professional Development and Coaching	No	LEA-wide		AIPCS II	\$ -	0.00%
2	5	Support Staff	No	LEA-wide		AIPCS II	\$ -	0.00%
2	6	College Bound Kids	Yes	LEA-wide	All	AIPCS II	\$ -	0.00%
2	7	Saturday Intervention Enrichment School, Students Tutors, Summer Intervention,	No	Limited	All	AIPCS II	\$ -	0.00%
2	8	El Dorado SELPA Agreement	Yes	Limited	All	AIPCS II	\$ -	0.00%
2	9	SpEd Staff and Supplies and Materials for SpEd students (State SPED)	Yes	LEA-wide		AIPCS II	\$ -	0.00%
2	10	Academic Counselor, Student Activity Coordinator	No	LEA-wide		AIPCS II		0.00%
2	11	ELD Coordinator	Yes	LEA-wide		AIPCS II	\$ 100,558	0.00%
3	1	District-Wide Assessments & Data Platforms	No	LEA-wide		AIPCS II	\$ -	0.00%
3	2	HMH Math Inventory /HMH Scholastic Reading Inventory / Quill Writing	Yes	LEA-wide	All	AIPCS II	\$ 70,540	0.00%
4	1	AIMS K-12 College Prep Charter District CMO	No	LEA-wide		AIPCS II	\$ -	0.00%
4	2	Socioemotional Counselor Mental Health Workshops / Presentations and Program	No	LEA-wide		AIPCS II	\$ -	0.00%
4	3	Health Coordinator	No	LEA-wide		AIPCS II	\$ -	0.00%
4	4	Community Liaison and Parent Engagement	No	LEA-wide		AIPCS II	\$ -	0.00%
4	5	Healthy and Nutritious Meals, Child Nutrition & Food Services [NSLP/SSO]	No	LEA-wide		AIPCS II	\$ -	0.00%
4	6	Custodial Staff, Facility Maintenance & Utilities	No	LEA-wide		AIPCS II	\$ -	0.00%

4	7	AIMS Athletic Department and Clubs	Yes	LEA-wide	All	AIPCS II	\$ -	0.00%
4	8	Oakland Enrolls / Schoolmint / PowerSchool - Student Information System	No	LEA-wide		AIPCS II	\$ -	0.00%
4	9	Public Transportation Support to Vulnerable Student Population (NO COST)	No	LEA-wide		AIPCS II	\$ -	0.00%
4	10	IT Services / IT Maintenance	No	LEA-wide		AIPCS II	\$ -	0.00%
4	11	Computer / School Furniture Inventory	No	LEA-wide		AIPCS II	\$ -	0.00%
4	12	Campus Security / Bell System Enhancements	No	LEA-wide		AIPCS II	\$ -	0.00%
4	13	Experiential Learning / Field Trip Opportunities	No	LEA-wide		AIPCS II	\$ -	0.00%
4	14	After School & Enrichment / Extracurricular Programs (BACR)	Yes	LEA-wide	All	AIPCS II	\$ 2,020	0.00%
4	15	Teacher Appreciation (NO COST)	No	LEA-wide		AIPCS II	\$ -	0.00%
4	16	School Culture Enhancements/ SEL Curriculum/ No Bullying Schools	No	LEA-wide		AIPCS II	\$ -	0.00%
4	17	Student Events	No	LEA-wide	#REF!	AIPCS II	\$ -	0.00%
4	18	District Oversight Fee	No	LEA-wide	#REF!	AIPCS II	\$ -	0.00%

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (2 + 4 divided by 1)
2022-2023	\$ 5,980,709	\$ 1,645,623	27.52%	0.00%	27.52%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Approved Textbooks & Core curricula materials + Curriculum Supporting Software	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -	\$ 378,989	\$ 378,989	\$ -	\$ -	\$ -	\$ 378,989	0.00%
1	2	Special Intensive Saturday + School Summer Intervention + Intensive Academic Saturday School	All	Yes	Schoolwide	All	AIPCSII	Ongoing	\$ 93,000		\$ -	\$ 93,000	\$ -	\$ -	\$ 93,000	0.00%
1	3	ALEKS Program for Middle School Middle School Students (See 1.1)	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
1	4	Supplies and Materials	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -	\$ 401,970	\$ 401,970	\$ -	\$ -	\$ -	\$ 401,970	0.00%
1	5	Academic Saturday School (See 1.2)	All	Yes	Schoolwide	All	AIPCSII	Ongoing	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
1	6	Matching Books with Lexile Levels (Elementary) - See 1.1	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
1	7	Professional Development on Implementing the Curriculum + Pedagogy	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 65,507	\$ 0	\$ 37,000	\$ -	\$ -	\$ 28,507	\$ 65,507	0.00%
1	8	NGSS Standards Based Curriculum (See 1.1)	All	No	Schoolwide	All	AIPCSII	Ongoing			\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
1	9	ELD Consultant	All	Yes	Limited	English Learners	AIPCSII	Ongoing	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.00%
1	10	Purchase Independent Learning Programs (See 1.1)	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
1	11	Student Field Trip + Transportation	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000	0.00%
1	12	Music and Art Program VPA for Elementary School Students (See 1.4)	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
1	13	Materials and Resources for Elementary Students (See 1.1)	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
1	19	Matching Books with Lexile Levels (Elementary) - See 1.1	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
2	1	Administrative Staff	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 456,312	\$ 191	\$ 346,649	\$ 109,854	\$ -	\$ -	\$ 456,503	0.00%
2	2	Teachers, Substitutes, and Teacher Incentives	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 2,301,930	\$ (7,858)	\$ 1,778,866	\$ 258,241	\$ 57,855	\$ 199,110	\$ 2,294,072	0.00%
2	3	Professional Development for Teachers	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 37,000	\$ -	\$ 37,000	\$ -	\$ -	\$ -	\$ 37,000	0.00%
2	4	Teacher Induction	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 16,500	\$ -	\$ -	\$ -	\$ -	\$ 16,500	\$ 16,500	0.00%
2	5	Instructional Aides	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 442,514	\$ -	\$ 137,591	\$ -	\$ -	\$ 304,923	\$ 442,514	0.00%
2	6	Administrative Assistants and Clerks	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 486,458	\$ (1)	\$ 292,521	\$ -	\$ -	\$ 193,936	\$ 486,457	0.00%
2	7	School Supplies, Uniforms, and Instructional Materials - See 1.4	All	No	Schoolwide	All	AIPCSII	Ongoing	See 1.4		\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
2	8	EI Dorado SELPA Agreement	All	Yes	Schoolwide	All	AIPCSII	Ongoing	\$ 381,343	\$ -	\$ -	\$ 381,343	\$ -	\$ -	\$ 381,343	0.00%
2	9	Summer Intervention See 1.2	All	No	Schoolwide	All	AIPCSII	Ongoing			\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
2	10	Teachers on Special Assignment and Lead Teachers - See 2.3	All	No	Schoolwide	All	AIPCSII	Ongoing			\$ -	\$ -			\$ -	0.00%
3	1	HMH Math Inventory	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -	\$ 4,759	\$ 2,380	\$ -	\$ -	\$ 2,380	\$ 4,759	0.00%
3	2	Scholastic Reading Inventory (SRI)	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -	\$ 2,800	\$ 1,400	\$ -	\$ -	\$ 1,400	\$ 2,800	0.00%
3	3	District-Wide Assessment & Data Platform	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	0.00%
3	4	PowerSchool	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -	\$ 9,000	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	0.00%
4	1	Healthy and Nutritious Meals - All Students Child Nutrition- Food Services NSLP/SSO	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -	\$ 238,560	\$ -	\$ 238,560	\$ -	\$ -	\$ 238,560	0.00%
4	2	SEL PD	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 37,000	\$ 5,000	\$ 17,000	\$ -	\$ -	\$ 20,000	\$ 37,000	0.00%
4	3	SEL Counselors	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 270,789	\$ 1	\$ 66,137	\$ 148,403	\$ -	\$ 56,250	\$ 270,790	0.00%

4	4	Positive Behavior Intervention System (PBIS)	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -	\$ 3,700	\$ 3,700	\$ -	\$ -	\$ -	\$ 3,700	0.00%
4	5	Assemblies, Guest Speakers	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 15,000	\$ -	\$ -	\$ 15,000	\$ -	\$ -	\$ 15,000	0.00%
4	6	School Nurse, Health Clerk	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 70,081	\$ -	\$ -	\$ -	\$ -	\$ 70,081	\$ 70,081	0.00%
4	8	Oakland Enrolls / Schoolmint	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -	\$ 12,900	\$ 12,900	\$ -	\$ -	\$ -	\$ 12,900	0.00%
4	9	Parent Square	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ -	\$ 3,500	\$ 3,500	\$ -	\$ -	\$ -	\$ 3,500	0.00%
4	10	Restorative Justice	All	Yes	Schoolwide	All	AIPCSII	Ongoing	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000	\$ -	\$ 25,000	0.00%
4	11	Custodial Staff & Facility Maintenance	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 473,789	\$ 30,056	\$ 343,845	\$ -	\$ -	\$ 160,000	\$ 503,845	0.00%
4	12	Athletics	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 21,000	\$ (18,900)	\$ 2,100	\$ -	\$ -	\$ -	\$ 2,100	0.00%
4	13	Community Liaison	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 33,805	\$ -	\$ 33,805	\$ -	\$ -	\$ -	\$ 33,805	0.00%
4	14	After School & Enrichment Programs	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 177,382	\$ -	\$ -	\$ 177,382	\$ -	\$ -	\$ 177,382	0.00%
4	15	AIMS K-12 College Prep Charter District CMO	All	No	Schoolwide	All	AIPCSII	Ongoing	\$ 2,157,910	\$ -	\$ 2,157,910	\$ -	\$ -	\$ -	\$ 2,157,910	0.00%

2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,154,263	\$ 1,421,783	\$ 82,855	\$ 1,053,087	8,711,988	\$ 7,622,321	\$ 1,079,667

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Approved Textbooks & Core curricula materials + Curriculum Supporting Software	All	\$ 378,989	\$ -	\$ -	\$ -	\$ 378,989
1	2	Special Intensive Saturday + School Summer Intervention + Intensive Academic Saturday School	All	\$ -	\$ 93,000	\$ -	\$ -	\$ 93,000
1	3	ALEKS Program for Middle School Middle School Students (See 1.1)	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	4	Supplies and Materials	All	\$ 401,970	\$ -	\$ -	\$ -	\$ 401,970
1	5	Academic Saturday School (See 1.2)	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	6	Matching Books with Lexile Levels (Elementary) - See 1.1	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	7	Professional Development on Implementing the Curriculum + Pedagogy	All	\$ 37,000	\$ -	\$ -	\$ 28,507	\$ 65,507
1	8	NGSS Standards Based Curriculum (See 1.1)	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	9	ELD Consultant	All	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
1	10	Purchase Independent Learning Programs (See 1.1)	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	11	Student Field Trip + Transportation	All	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000
1	12	Music and Art Program VPA for Elementary School Students (See 1.4)	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	13	Materials and Resources for Elementary Students (See 1.4)	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	19	Matching Books with Lexile Levels (Elementary) - See 1.1	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Administrative Staff	All	\$ 346,649	\$ 109,854	\$ -	\$ -	\$ 456,503

2	2	Teachers, Substitutes, and Teacher Incentives	All	\$ 1,778,866	\$ 258,241	\$ 57,855	\$ 199,110	\$ 2,294,072
2	3	Professional Development for Teachers	All	\$ 37,000	\$ -	\$ -	\$ -	\$ 37,000
2	4	Teacher Induction	All	\$ -	\$ -	\$ -	\$ 16,500	\$ 16,500
2	5	Instructional Aides	All	\$ 137,591	\$ -	\$ -	\$ 304,923	\$ 442,514
2	6	Administrative Assistants and Clerks	All	\$ 292,521	\$ -	\$ -	\$ 193,936	\$ 486,457
2	7	School Supplies, Uniforms, and Instructional Materials - See 1.4	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	8	SpEd Encroachment	All	\$ -	\$ 381,343	\$ -	\$ -	\$ 381,343
2	9	Summer Intervention	All					\$ -
2	10	EI Dorado SELPA Agreement	All	\$ -	\$ -			\$ -
3	1	Summer Intervention See 1.2	All	\$ 2,380	\$ -	\$ -	\$ 2,380	\$ 4,759
3	2	Scholastic Reading Inventory (SRI)	All	\$ 1,400	\$ -	\$ -	\$ 1,400	\$ 2,800
				\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
3	3	District-Wide Assessment & Data Platform	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
3	4	PowerSchool	All	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000
4	1	Healthy and Nutritious Meals - All Students Child Nutrition- Food Services NSLP/SSO	All	\$ -	\$ 238,560	\$ -	\$ -	\$ 238,560
4	2	SEL PD	All	\$ 17,000	\$ -	\$ -	\$ 20,000	\$ 37,000
4	3	SEL Counselors	All	\$ 66,137	\$ 148,403	\$ -	\$ 56,250	\$ 270,790
4	4	Positive Behavior Intervention System (PBIS)	All	\$ 3,700	\$ -	\$ -	\$ -	\$ 3,700
4	5	Assemblies, Guest Speakers	All	\$ -	\$ 15,000	\$ -	\$ -	\$ 15,000
4	6	School Nurse, Health Clerk	All	\$ -		\$ -	\$ 70,081	\$ 70,081
4	8	Oakland Enrolls / Schoolmint	All	\$ 12,900	\$ -	\$ -	\$ -	\$ 12,900
4	9	Parent Square	All	\$ 3,500	\$ -	\$ -	\$ -	\$ 3,500
4	10	Restorative Justice	All	\$ -	\$ -	\$ 25,000	\$ -	\$ 25,000
4	11	Custodial Staff & Facility Maintenance	All	\$ 343,845	\$ -	\$ -	\$ 160,000	\$ 503,845
4	12	Athletics	All	\$ 2,100	\$ -	\$ -	\$ -	\$ 2,100
4	13	Community Liaison	All	\$ 33,805	\$ -	\$ -	\$ -	\$ 33,805

4	14	After School & Enrichment Programs	All	\$ -	\$ 177,382	\$ -	\$ -	\$ 177,382
4	15	AIMS K-12 College Prep Charter District CMO	All	\$ 2,157,910	\$ -	\$ -	\$ -	\$ 2,157,910

2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,980,709	\$ 1,645,623	27.52%	0.00%	27.52%	\$ 20,000	0.00%	0.33%	Total:	\$ 20,000
								LEA-wide Total:	\$ -
								Limited Total:	\$ 20,000
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Approved Textbooks & Core curricula materials + Curriculum Supporting Software	No	Schoolwide		AIPCSII	\$ -	0.00%
1	2	Special Intensive Saturday + School Summer Intervention + Intensive Academic Saturday School	Yes	Schoolwide	All	AIPCSII	\$ -	0.00%
1	3	ALEKS Program for Middle School Middle School Students (See 1.1)	No	Schoolwide		AIPCSII	\$ -	0.00%
1	4	Supplies and Materials	No	Schoolwide		AIPCSII	\$ -	0.00%
1	5	Academic Saturday School (See 1.2)	Yes	Schoolwide	All	AIPCSII	\$ -	0.00%
1	6	Matching Books with Lexile Levels (Elementary) - See 1.1	No	Schoolwide		AIPCSII	\$ -	0.00%
1	7	Professional Development on Implementing the Curriculum + Pedagogy	No	Schoolwide		AIPCSII	\$ -	0.00%
1	8	NGSS Standards Based Curriculum (See 1.1)	No	Schoolwide		AIPCSII	\$ -	0.00%
1	9	ELD Consultant	Yes	Limited	English Learners	AIPCSII	\$ 20,000	0.00%
1	10	Purchase Independent Learning Programs (See 1.1)	No	Schoolwide		AIPCSII	\$ -	0.00%
1	11	Student Field Trip + Transportation	No	Schoolwide		AIPCSII	\$ -	0.00%
1	12	Music and Art Program VPA for Elementary School Students (See 1.4)	No	Schoolwide		AIPCSII	\$ -	0.00%
1	13	Materials and Resources for Elementary Students (See 1.4)	No	Schoolwide		AIPCSII	\$ -	0.00%
1	19	Matching Books with Lexile Levels (Elementary) - See 1.1	No	Schoolwide		AIPCSII	\$ -	0.00%
2	1	Administrative Staff	No	Schoolwide		AIPCSII	\$ -	0.00%
2	2	Teachers, Substitutes, and Teacher Incentives	No	Schoolwide		AIPCSII	\$ -	0.00%
2	3	Professional Development for Teachers	No	Schoolwide		AIPCSII	\$ -	0.00%
2	4	Teacher Induction	No	Schoolwide		AIPCSII	\$ -	0.00%
2	5	Instructional Aides	No	Schoolwide		AIPCSII	\$ -	0.00%
2	6	Administrative Assistants and Clerks	No	Schoolwide		AIPCSII	\$ -	0.00%
2	7	School Supplies, Uniforms, and Instructional Materials - See 1.4	No	Schoolwide		AIPCSII	\$ -	0.00%

2	10	El Dorado SELPA Agreement	No	Schoolwide		AIPCSII	\$ -	0.00%
3	1	Summer Intervention See 1.2	No	Schoolwide		AIPCSII	\$ -	0.00%
3	2	Scholastic Reading Inventory (SRI)	No	Schoolwide		AIPCSII	\$ -	0.00%
3	3	District-Wide Assessment & Data Platform	No	Schoolwide		AIPCSII	\$ -	0.00%
3	4	PowerSchool	No	Schoolwide		AIPCSII	\$ -	0.00%
4	1	Healthy and Nutritious Meals - All Students Child Nutrition- Food Services NSLP/SSO	No	Schoolwide		AIPCSII	\$ -	0.00%
4	2	SEL PD	No	Schoolwide		AIPCSII	\$ -	0.00%
4	3	SEL Counselors	No	Schoolwide		AIPCSII	\$ -	0.00%
4	4	Positive Behavior Intervention System (PBIS)	No	Schoolwide		AIPCSII	\$ -	0.00%
4	5	Assemblies, Guest Speakers	No	Schoolwide		AIPCSII	\$ -	0.00%
4	6	School Nurse, Health Clerk	No	Schoolwide		AIPCSII	\$ -	0.00%
4	8	Oakland Enrolls / Schoolmint	No	Schoolwide		AIPCSII	\$ -	0.00%
4	9	Parent Square	No	Schoolwide		AIPCSII	\$ -	0.00%
4	10	Restorative Justice	Yes	Schoolwide	All	AIPCSII	\$ -	0.00%
4	11	Custodial Staff & Facility Maintenance	No	Schoolwide		AIPCSII	\$ -	0.00%
4	12	Athletics	No	Schoolwide		AIPCSII	\$ -	0.00%
4	13	Community Liaison	No	Schoolwide		AIPCSII	\$ -	0.00%
4	14	After School & Enrichment Programs	No	Schoolwide		AIPCSII	\$ -	0.00%
4	15	AIMS K-12 College Prep Charter District CMO	No	Schoolwide		AIPCSII	\$ -	0.00%

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 8,696,987.79	\$ 7,906,173.85

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Approved Textbooks & Core curricula materials + Curriculum Supporting Software	No	\$ 378,989	\$ 362,525
1	2	Special Intensive Saturday + School Summer Intervention + Intensive Academic Saturday School	Yes	\$ 93,000	\$ 62,572
1	3	ALEKS Program for Middle School Middle School Students (See 1.1)	No	\$ -	\$ -
1	4	Supplies and Materials	No	\$ 401,970	\$ 355,805
1	5	Academic Saturday School (See 1.2)	Yes	\$ -	\$ -
1	6	Matching Books with Lexile Levels (Elementary) - See 1.1	No	\$ -	\$ -
1	7	Professional Development on Implementing the Curriculum + Pedagogy	No	\$ 65,507	\$ 56,513
1	8	NGSS Standards Based Curriculum (See 1.1)	No	\$ -	\$ -
1	9	ELD Consultant	Yes	\$ 20,000	\$ 11,800
1	10	Purchase Independent Learning Programs (See 1.1)	No	\$ -	\$ -
1	11	Student Field Trip + Transportation	No	\$ 40,000	\$ 312
1	12	Music and Art Program VPA for Elementary School Students (See 1.4)	No	\$ -	\$ -
1	13	Materials and Resources for Elementary Students (See 1.4)	No	\$ -	\$ -
1	19	Matching Books with Lexile Levels (Elementary) - See 1.1	No	\$ -	\$ -
2	1	Administrative Staff	No	\$ 456,503	\$ 424,638
2	2	Teachers, Substitutes, and Teacher Incentives	No	\$ 2,294,072	\$ 2,204,865
2	3	Professional Development for Teachers	No	\$ 37,000	\$ 44,892
2	4	Teacher Induction	No	\$ 16,500	\$ 5,400
2	5	Instructional Aides	No	\$ 442,514	\$ 279,275
2	6	Administrative Assistants and Clerks	No	\$ 486,457	\$ 396,457
2	7	School Supplies, Uniforms, and Instructional Materials - See 1.4	No	\$ -	\$ -
2	10	EI Dorado SELPA Agreement	No	\$ 381,343	\$ 381,343
2	11	Summer Intervention See 1.2	No		

3	1	HMH Math Inventory	No	\$	4,759	\$	3,893
3	2	Scholastic Reading Inventory (SRI)		\$	2,800	\$	3,893
3	3	District-Wide Assessment & Data Platform	No	\$	15,000	\$	9,629
3	4	PowerSchool	No	\$	9,000	\$	8,632
4	1	Healthy and Nutritious Meals - All Students Child Nutrition- Food	No	\$	238,560	\$	238,772
4	2	SEL PD	No	\$	37,000	\$	5,497
4	3	SEL Counselors	No	\$	270,790	\$	270,790
4	4	Positive Behavior Intervention System (PBIS)	No	\$	3,700	\$	3,168
4	5	Assemblies, Guest Speakers	No	\$	15,000	\$	7,875
4	6	School Nurse, Health Clerk	No	\$	70,081	\$	57,172
4	7	Oakland Enrolls / Schoolmint	No	\$	12,900	\$	13,271
4	8	Parent Square	No	\$	3,500	\$	3,285
4	9	Restorative Justice	Yes	\$	25,000	\$	15,000
4	10	Custodial Staff & Facility Maintenance	No	\$	503,845	\$	316,363
4	11	Athletics	No	\$	2,100	\$	4,000
4	12	Community Liaison	No	\$	33,805	\$	33,805
4	13	After School & Enrichment Programs	No	\$	177,382	\$	166,821
4	14	AIMS K-12 College Prep Charter District CMO	No	\$	2,157,910	\$	2,157,910

2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ -	\$ 20,000	\$ -	\$ 20,000	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Approved Textbooks & Core curricula materials + Curriculum Supporting Software	No		\$ -	0.00%	0.00%
1	2	Special Intensive Saturday + School Summer Intervention + Intensive Academic Saturday School	Yes			0.00%	0.00%
1	3	ALEKS Program for Middle School Middle School Students (See 1.1)	No	\$ -	\$ -	0.00%	0.00%
1	4	Supplies and Materials	No		\$ -	0.00%	0.00%
1	5	Academic Saturday School (See 1.2)	Yes		-	0.00%	0.00%
1	6	Matching Books with Lexile Levels (Elementary) - See 1.1	No	\$ -	\$ -	0.00%	0.00%
1	7	Professional Development on Implementing the Curriculum + Pedagogy	No	\$ -	\$ -	0.00%	0.00%
1	8	NGSS Standards Based Curriculum (See 1.1)	No	\$ -	\$ -	0.00%	0.00%
1	9	ELD Consultant	Yes	\$ 20,000		0.00%	
1	10	Purchase Independent Learning Programs (See 1.1)	No	\$ -	\$ -	0.00%	0.00%
1	11	Student Field Trip + Transportation	No	\$ -	\$ -	0.00%	0.00%
1	12	Music and Art Program VPA for Elementary School Students (See 1.4)	No	\$ -	\$ -	0.00%	0.00%
1	13	Materials and Resources for Elementary Students (See 1.4)	No	\$ -	\$ -	0.00%	0.00%
1	19	Matching Books with Lexile Levels (Elementary) -	No	\$ -	\$ -	0.00%	0.00%
2	1	Administrative Staff	No	\$ -	\$ -	0.00%	0.00%
2	2	Teachers, Substitutes, and Teacher Incentives	No	\$ -	\$ -	0.00%	0.00%
2	3	Professional Development for Teachers	No	\$ -	\$ -	0.00%	0.00%
2	4	Teacher Induction	No	\$ -	\$ -	0.00%	0.00%
2	5	Instructional Aides	No	\$ -	\$ -	0.00%	0.00%
2	6	Administrative Assistants and Clerks	No	\$ -	\$ -	0.00%	0.00%
2	7	School Supplies, Uniforms, and Instructional	No	\$ -	\$ -	0.00%	0.00%
2	10	EI Dorado SELPA Agreement	No	\$ -	\$ -	0.00%	0.00%
3	1	Summer Intervention See 1.2	No	\$ -	\$ -	0.00%	0.00%
3	2	Scholastic Reading Inventory (SRI)	No	\$ -	\$ -	0.00%	0.00%
3	3	District-Wide Assessment & Data Platform	No	\$ -	\$ -	0.00%	0.00%
3	4	PowerSchool	No	\$ -	\$ -	0.00%	0.00%
4	1	Healthy and Nutritious Meals - All Students Child	No	\$ -	\$ -	0.00%	0.00%
4	2	SEL PD	No	\$ -	\$ -	0.00%	0.00%
4	3	SEL Counselors	No	\$ -	\$ -	0.00%	0.00%
4	4	Positive Behavior Intervention System (PBIS)	No	\$ -	\$ -	0.00%	0.00%
4	5	Assemblies, Guest Speakers	No	\$ -	\$ -	0.00%	0.00%
4	6	School Nurse, Health Clerk	No	\$ -	\$ -	0.00%	0.00%
4	8	Oakland Enrolls / Schoolmint	No	\$ -	\$ -	0.00%	0.00%
4	9	Parent Square	No	\$ -	\$ -	0.00%	0.00%

4	10	Restorative Justice	Yes	\$	-		0.00%	0.00%
4	11	Custodial Staff & Facility Maintenance	No	\$	-	\$ -	0.00%	0.00%
4	12	Athletics	No	\$	-	\$ -	0.00%	0.00%
4	13	Community Liaison	No	\$	-	\$ -	0.00%	0.00%
4	14	After School & Enrichment Programs	No	\$	-	\$ -	0.00%	0.00%
4	15	AIMS K-12 College Prep Charter District CMO	No	\$	-	\$ -	0.00%	0.00%

2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ -	\$ -	0.00%	0.00%	\$ -	0.00%	0.00%	\$ -	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC Section 52064[b][4-6]*).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Coversheet

California Healthy Kids Survey (CHKS) - Survey Data

Section: III. Information (Non-Action) Items
Item: H. California Healthy Kids Survey (CHKS) - Survey Data
Purpose:
Submitted by:
Related Material: California Healthy Kids Survey Status Update.pdf



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

Submitter Information

Full Name: _____
Position/Title: _____
Department: _____
Date of Submission (MM/DD/YYYY): _____

Item Details

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

Approvals

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

Committee Review

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

If no: Explain why:

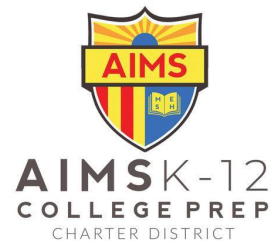
Deadline Information

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

Financial Information (if applicable):

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

California Healthy Kids Survey (CHKS) Update



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

Survey Update

AIMS has collaborated with WestEd to facilitate access to and oversee the administration of the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS).

Surveys have been conducted for staff, parents, and students across all three schools. We are awaiting the results.

Our WestEd coordinator has informed us that the survey results are expected to arrive by the end of this week.

Data for previous survey results

In past years, we've administered surveys to both families and students. The insights gleaned from several key questions have been thoughtfully incorporated into both the LCAP and the California Dashboard Local Indicators. The chart below shows the results to those questions.

Survey Question	2021-2022	2022-2023
School Survey - Question regarding Safety	Student Response: 85.5% (Agree or Strongly Agree) Family Response: 96.9% (Agree or Strongly Agree)	Student Response: 85.47% (Agree or Strongly Agree) Family Response: 94.93% (Agree or Strongly Agree)
Family Survey - Question regarding High Expectations	Family Response: 98.4% (Agree or Strongly Agree)	Family Response: 92.75% (Agree or Strongly Agree)
Student Survey Student - Caring Relationships	Student Survey Response: 94.2% (Agree or Strongly Agree)	Student Survey Response: 87% (Agree or Strongly Agree)

Coversheet

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

Section: III. Information (Non-Action) Items
Item: I. Enrollment data disaggregated by school, ethnicity, percentage of foster youth, percentage of homeless youth, and percentage of special education students for 2022-2023 and 2023-2024
Purpose: Discuss
Submitted by:
Related Material: Enrollment Data Presentation.pdf



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

Submitter Information

Full Name: _____
Position/Title: _____
Department: _____
Date of Submission (MM/DD/YYYY): _____

Item Details

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

Approvals

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

Committee Review

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

If no: Explain why:

Deadline Information

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

Financial Information (if applicable):

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

AIMS K-12 Enrollment Data

2022-2023 & 2023-2024

Enrollment Data 2022-2023

	AIMS MS	AIPCS II	AIMS HS
American Indian or Alaska Native	0.00%	0.32%	0.00%
Asian	43.11%	38.56%	37.64%
Black or African American	32.89%	45.12%	35.33%
Filipino	1.78%	0.64%	0.23%
Hispanic or Latino	13.78%	8.80%	18.01%
Native Hawaiian or Pacific Islander	0.00%	0.32%	0.00%
Two or More Races	2.22%	0.80%	2.54%
White	4.00%	3.52%	4.85%
Foster Youth	0.00%	0.00%	0.23%
Homeless	0.00%	0.00%	0
Percentage of Special Education	7.55%	4.66%	3.70%

Enrollment Data 2023-2024

	AIMS MS	AIPCS II	AIMS HS
American Indian or Alaska Native	0.47%	0.00%	0.00%
Asian	38.68%	36.31%	28.53%
Black or African American	33.96%	45.38%	41.30%
Filipino	1.42%	0.32%	0.82%
Hispanic or Latino	11.79%	7.32%	19.84%
Native Hawaiian or Pacific Islander	0.47%	2.07%	0.27%
Two or More Races	3.77%	0.00%	1.09%
White	3.77%	2.87%	2.72%
Foster Youth	0.47%	0.95%	1.08%
Homeless	1.88%	0.63%	0.27%
Percentage of Special Education	7.5%	4.20%	5.10%

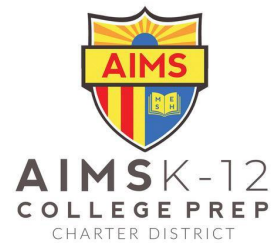
Coversheet

Credentialing information

Section: III. Information (Non-Action) Items
Item: J. Credentialing information
Purpose: Discuss
Submitted by:
Related Material: AIPCS II - Credential Presentation.pdf

AIPCS II - Credentials Update

April 2024



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

AIPCS II - Permits/Vacancies as of 4/8/24

There are currently 6 vacancies for AIPCS II.

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

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

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

For the 2023-2024 Academic Year - AIPCS II submitted 6 - 30 Day Substitute Permit

For the 2023-2024 Academic Year - AIPCS II utilized 2 - AB-1505 Credential Flexibility waivers

For the 2023-2024 Academic Year - AIPCS II submitted 2 - Variable Term Waivers

Thank you!!

Coversheet

Lottery description and outcome

Section: III. Information (Non-Action) Items
Item: K. Lottery description and outcome
Purpose: Discuss
Submitted by:
Related Material: AIPCS II Lottery Presentation.pdf



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

Submitter Information

Full Name: _____
Position/Title: _____
Department: _____
Date of Submission (MM/DD/YYYY): _____

Item Details

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

Approvals

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

Committee Review

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

If no: Explain why:

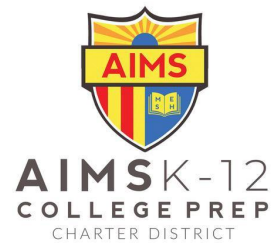
Deadline Information

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

Financial Information (if applicable):

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

AIPCS II Lottery



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

Oakland Enrolls

Oakland Enrolls is a non-profit organization committed to helping Oakland families choose the best Oakland public schools for their children. Oakland Enrolls aims to empower Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, and equitable.

Oakland Enrolls' portal provides access to information about all Oakland charter public schools, allowing for easy comparison and exploration. Oakland Enrolls also manage the single common application for 98% of charter schools in Oakland.

Oakland Enrolls launched in 2016, providing the first ever online TK/K-12 public school application portal for Oakland families. Now in their eighth year, Oakland Enrolls is excited to bring more improvements to the family experience. Creating a single application and timeline for charter public schools in 2016-2017 was the first step, and they hope that in future years they can find even more ways to make it easy for families to enroll their child in a great public charter school.

Oakland Enrolls Timeline

Description of Oakland Enrolls common charter application.

Timeline – Charter Partners participating in the city-wide charter enrollment system will follow the following timeline for the 2023 - 2024 School Year (“SY”), in service of preparing for the 2024 - 2025 enrollment year. The timeline is subject to change at the discretion of Oakland Enrolls, and Charter Partner will be required to follow any changes implemented by Oakland Enrolls:

- September 29, 2023 – Review and finalize lottery preferences for SY 2024-2025
- November 13, 2023 – On-Time application launch for SY 2024-2025
- December 8, 2023 - Charter Partner will share their Fall 1 Submission CALPADS 8.1 Student Profile List as of October 2023
- January 2024 – Lottery verification
- February 16, 2024 – On-Time applications due
- February 20, 2024 – Late applications launch
- March 4-6, 2024 – Schools run lotteries, offers remain in Pre-Offer status
- March 7, 2024 – All offers made public by Oakland Enrolls
- March 21, 2024 – On-Time lottery confirmation deadline
- March 22, 2024 – Bulk rescind of On-Time lottery offers by Oakland Enrolls
- May 23, 2025 – Application closes for all schools (best guess date)

Key System Functionalities of Charter Enrollment Program

- i. *Multiple Languages*: the common application is available in five languages (English, Spanish, Chinese, Arabic, Vietnamese) .
- ii. *School Offer and Acceptances*: A family is only allowed to accept one offer per student in the common charter application system.
- iii. *On-Time Lottery Offer Launch*: All Charter Partners will publicize On-Time lottery offers to families on the same date via Oakland Enrolls.
- iv. *On-Time Lottery Offer Rescind*: Oakland Enrolls will automatically rescind any outstanding On Time lottery offers on the same date, March 22, 2024. Oakland Enrolls' standard messaging gives families 10 business days to accept an offer, but schools may choose to use their own messaging and timeline.

SchoolMint Platform

Schoolmint

What is SchoolMint

- SM is a cloud-based, online enrollment management tool

How is it used?

- To store and manage applications, with student data, contact information, parent names - anything that would go on a paper application
- To report on student applications/help organize applicants
- To send communications to applicants and their families
- To capture priorities for students according to your charter, and uses those to run a lottery online
- To complete the online registration process

How to Apply

- Go to <https://oaklandenrolls.schoolmint.net/signin>
- AIMS K-12 website <https://aimsk12.org/admissions>

Common Charter Application Questions

Student Information

First Name

Last Name

Date of Birth

Address

Parent Guardian Information

Sibling Information

Oakland Enrolls Questions

How did you hear about the Oakland Enrolls common charter application?

Information collected is only for statistical purposes and not to be used for admission purposes

What is the race/ethnicity of this student? (select all that apply) *

I am interested in receiving information from other community education partners and give Oakland Enrolls authorization to share my contact information

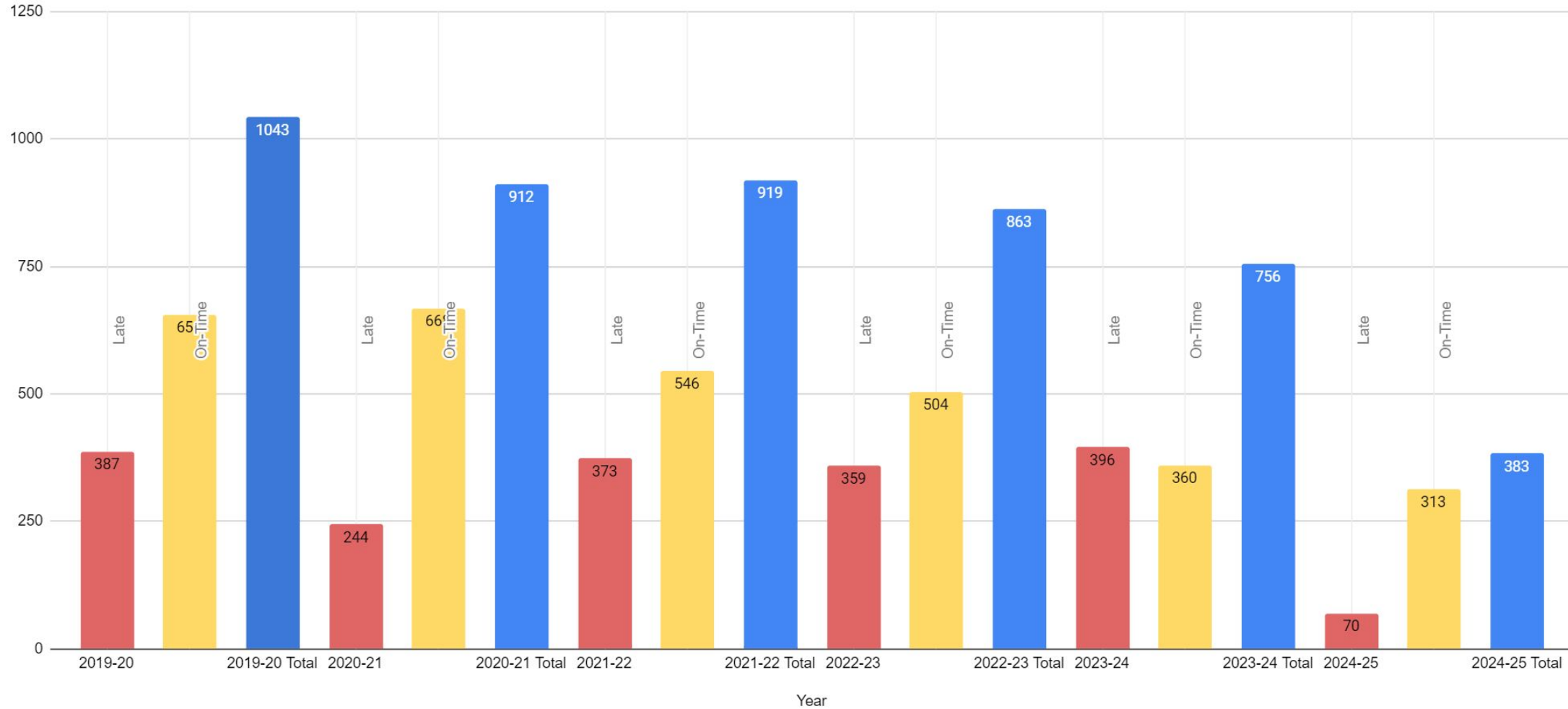
AIPCS II Lottery Priority Assignments

AIPCS II offers enrollment preferences according to the following order:

1. Currently enrolled AIMS K-12 students
2. Siblings of currently enrolled AIMS K-12 students
3. Other students residing in OUSD
4. All other students residing outside of OUSD

On time vs Late applications AIPCS II

AIPCS II On time vs Late Applications



AIPCS II Application Process

1. Announcement and Information Dissemination:

- The launch of the new school year application process is announced through Oakland Enrolls and AIMS communication channels.
- Memos, social media posts, and community newsletters via ParentSquare provide detailed information about the application process.

2. Application Submission:

- Applications are accessible through multiple avenues:
 - Visit the AIMS website (<https://aimsk12.org/>) and navigate to the admissions tab (<https://aimsk12.org/admissions>).
 - Utilize Oakland Enrolls platform: <https://oaklandenrolls.schoolmint.net/signin>.
 - Families can also seek assistance in various languages such as English, Spanish, Vietnamese, Arabic, Tigrinya, Chinese, Khmer and Tagalog by calling or texting (510) 454-9360 through Oakland Enrolls.

3. Deadline for Application Submission:

- Families have until February to submit their applications to be included in the lottery process.
- Only families who apply before the deadline of February will be eligible for the lottery that will take place in March.

AIPCS II Lottery Process

1. Announcement and Information Dissemination:

- Lottery dates are announced and publicized by EnrollOak and by the school through various methods such as memos, social media platforms, and community newsletters via ParentSquare.

2. Lottery Date and Application Inclusion:

- Lotteries are scheduled for March, and results are released through SchoolMint by Oakland Enrolls.
- Applications received by the February deadline are considered on time and included in the lottery.

3. Algorithm-based Eligibility Determination:

- An algorithm determines eligible students based on the school's priorities.
- The enrollment team verifies priorities to ensure accuracy and fairness.

4. Priority Sorting and Randomization:

- The system sorts individuals based on priority preferences and randomly arranges each group to produce the lottery results.
- Staff members cannot change the lottery results as the system generates them randomly.

Lottery Results AIPCS II - 2024-2025

Lottery information has been partially retrieved due to the ongoing collection of demographic data. As families are required to complete the registration process for us to retrieve demographic information, the data at hand is as follows:

Total Offers Made: 89

Number of Students who submitted some demographic information: 40

AIPCS II Lottery Results Data

Lottery Information AIPCS II		
		Percentage
Oakland Residents	82	92.13%
African American Oakland Residents	14	35.00%
Latinx Oakland Residents	0	0.00%
Asian	4	10.00%
White	1	2.50%
Multiple Races	0	0.00%
Special Education	2	5.00%
Homeless	0	0.00%

AIPCS II Registration Process

1. Registration Launch Information:
 - Publicize registration dates, deadlines and requirements through SchoolMint.
 - Provide detailed information about required documents, eligibility criteria, and any special instructions for specific grade levels.
2. Registration Form Distribution:
 - Make registration forms available online through the SchoolMint platform.
 - Ensure that registration forms are comprehensive, including sections for student information, parent/guardian contact details, emergency contacts, medical information, educational background, health information, language background, student contract, permissions and certifications and other relevant information.
3. Submission of Registration Forms:
 - Families complete the registration forms electronically through the SchoolMint online portal.
 - Families can also submit any physical enrollment documents to the school office.
4. Document Verification and Review:
 - School Enrollment staff will review the submitted registration forms and supporting documents to ensure completeness and accuracy.
 - Families are contacted if any information is missing or if clarification is needed regarding any documentation.
5. Orientation and Enrollment Events:
 - Provide information about school policies, procedures, and upcoming events to help families transition smoothly into the school community.

AIPCS II Waitlist Process

1. Automatic Placement on the Waitlist:

- Applicants not accepted during the lottery will be automatically placed on the waitlist after applying until space becomes available in the desired grade level.

2. Random Generation of the Waitlist:

- The waitlist is generated randomly by the system to ensure fairness in placement.

3. Placement Based on School's Priorities:

- Applicants are placed on the waitlist based on the school's priorities.

4. Staff Limitations in Waitlist Management:

- Staff members are legally prohibited from altering anyone's numerical placement on the waitlist, and the process must be followed rigorously.

5. Fluctuation of the Waitlist:

- The waitlist may fluctuate based on changes in applicants' priorities. Higher-priority applicants will move up on the waitlist as spaces become available.
- Having a sibling priority does not guarantee, you will receive an offer, offers are made if and when spaces are available in the desired school and grade level.

6. Expiration of Waitlists:

- Waitlists expire at the end of each school year. For example, if an application is submitted for the 2023-24 school year, the waitlist will expire in May 2024.
- Waitlists do not roll over to the following school year. If an applicant's waitlist expires, they must reapply for the following year to be considered for the school and participate in the lotteries held in March.

Coversheet

SB 740 - Charter School Facility Grant Program

Section: III. Information (Non-Action) Items
Item: L. SB 740 - Charter School Facility Grant Program
Purpose: Discuss
Submitted by:
Related Material: SB 740 - Charter School Facility Grant Program Presentation.pdf



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

Submitter Information

Full Name: _____
Position/Title: _____
Department: _____
Date of Submission (MM/DD/YYYY): _____

Item Details

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

Approvals

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

Committee Review

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

If no: Explain why:

Deadline Information

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

Financial Information (if applicable):

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

Charter School Facility Grant Program (Senate Bill 740 Program)

SB-740

The Charter School Facility Grant (SB740) Program provides annual grants to offset annual on-going facility costs for charter schools that service a high-percentage of students eligible for free or reduced-price meals (FRPM) or located in a public elementary school boundary serving a similar demographic.

Funding Formula – Lesser of the following:

- \$1,432 x Average Daily Attendance (ADA);
- 75% of reimbursable costs associated with rent/lease costs

The Online Application will be available on CSFA's website on Monday, April 15, 2024 at 11:00 am

Application deadline **Wednesday, June 5, 2024 at 5:00 pm** – Late Applications may not be funded or accepted. • Only Online Applications will be accepted.

Eligibility

Eligible Costs

- Facility costs associated with sites not owned by either a School District or County Office of Education (not located in a district/Prop 39 facility)
- Costs associated with rent, lease, and/or remodeling, deferred maintenance, initially installing service systems, site improvements, etc.
- Classroom-based instruction

Good Standing – Form sent to and completed by Authorizers

- Compliance with charter agreement;
- No pending corrective actions or notice of intent to revoke;
- If good standing is restored by the end of the fiscal year, Applicant will be eligible;
- No response from Authorizers will be presumed as acknowledgment of Good Standing

Legal Status Questionnaire

- Applicant must disclose any past or current legal, civil, criminal or regulatory investigations

Conflict of Interest Vetting

- Applicants must comply with all federal and state laws associated with conflicts of interests including but not limited to Government Code 1090 and Public Records Act of 1974, etc.

Steps required to be eligible

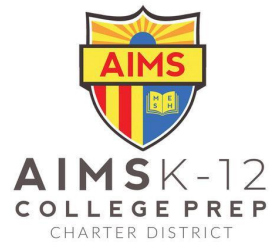
- Establishment of a Limited Liability Corporation (LLC) is required.
- The LLC must acquire ownership of the 12th Street Property.
- Facilitate the transfer of ownership and draft a lease agreement for subsequent leasing back to the schools.
- Complete registration with the State Treasurer for the application process.
- Conduct an appraisal of the property.

Coversheet

AIPCS II - Permit Submission

Section: III. Information (Non-Action) Items
Item: M. AIPCS II - Permit Submission
Purpose: Discuss
Submitted by:
Related Material: AIPCS II - Permit Submission.pdf

AIPCS II - Permits 2021-Present



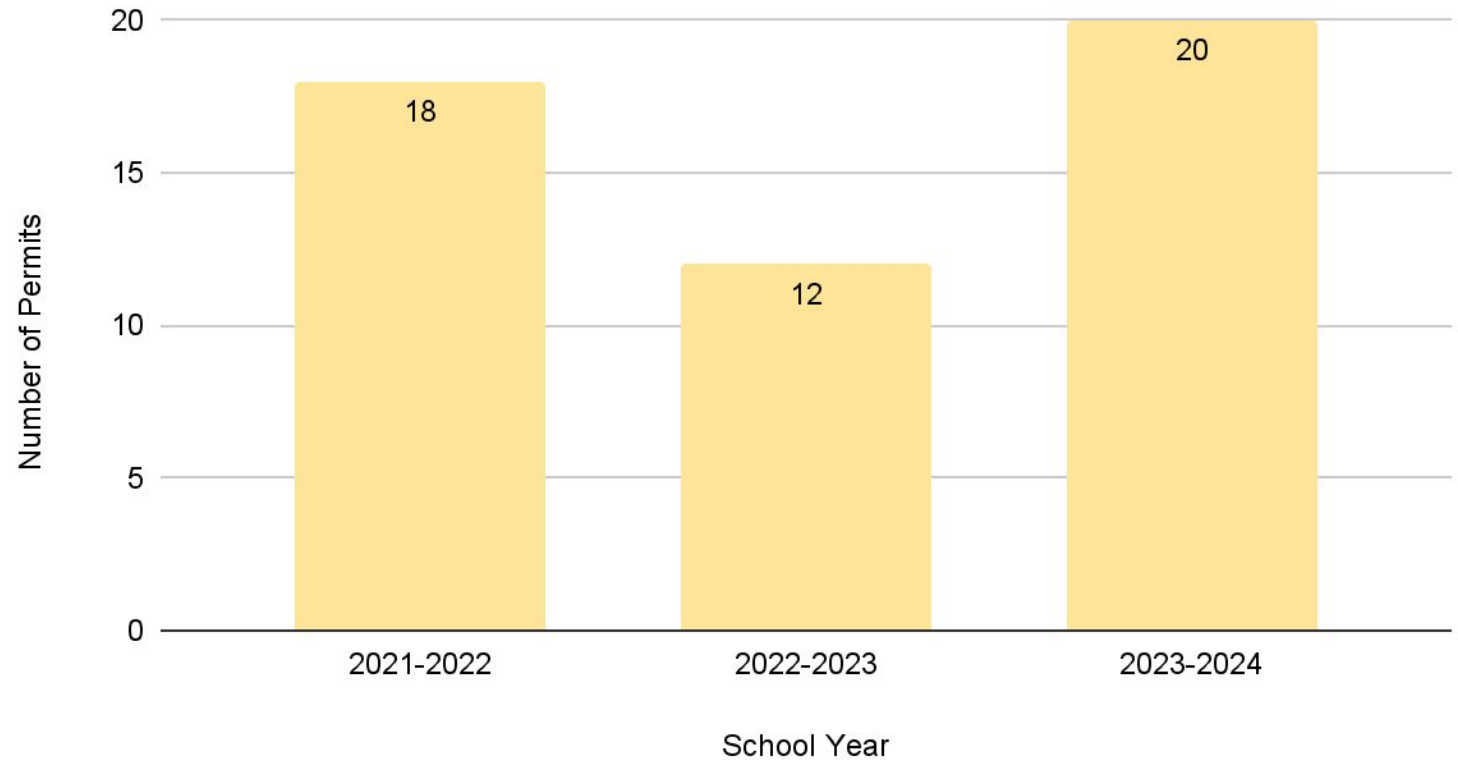
*This information is being provided as requested evidence from the CAP committee and the subsequent CAP response.

Permits

This graph includes the number of permits that were submitted for AIPCS II from 2021-2022 school year to Present.

Permits included are the following:
 Short Term Staff Permit (STSP)
 Provisional Internship Permits (PIP)
 AB-1505 Credential Flexibility
 waivers
 Variable Term Waivers (VTW)

AIPCS II - Submission of Permits 2021 to Present



Coversheet

Budget Development Workshop

Section: III. Information (Non-Action) Items
Item: N. Budget Development Workshop
Purpose: Discuss
Submitted by:
Related Material: Budget Development Cover Letter.pdf
BUDGET DEVELOPMENT WORKSHOP.pptx.pdf



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

Submitter Information

Full Name: Katema Ballentine
Position/Title: CBO
Department: Business Operations Services
Date of Submission (MM/DD/YYYY): 04/19/2024

Item Details

Title of Item: Budget Development Workshop
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:
Not Applicable

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: CMO

AIMS K-12 BUDGET DEVELOPMENT WORKSHOP: BUDGET KICK-OFF SESSION

Hosted by

Business Operation Services

Program Compliance Department

School Support Services

The purpose of this retreat is to develop and finalize all District Wide Assumptions for the upcoming 2024-2025 School year. During this session you will work with program and department leaders to compile projected funding for your programs, align plan design to ensure the capturing of expenses and to finalize your CMO (Central Office Management) and special program budgets.

*Special Programs: Special Education, ELD, College Bound Kids, and Sports Programs

AIMS BUDGET DEVELOPMENT

- ▶ Program Assumptions to feed into the District-wide Budget Development process. Including but not limited to:
 - ▶ CMO Budgets
 - ▶ District wide programs
 - ▶ Specialized programs (such as Special Education, ELD and College Bound Kids services)
- ▶ Complete Leadership engagement as to the projected cost, program implementations and plan design for the required submissions of Funding Plans and MOUs
- ▶ LCAP
- ▶ SPSA
- ▶ Specialized funding plans
- ▶ Special Ed Memorandum of Understanding
- ▶ Title III Memorandum of Understanding

GOALS FOR BUDGET RETREAT

PLANNING

- Enrollment projections
- District-wide Assumptions
- Special Program Planning
- Initial Site Budget Planning

PREPARATION

Updating final budget tool for engagement

BUDGET ALLOCATION ENGAGEMENT

School site finalization of budget for submission

FINALIZATION & SUBMISSION

Transfer of information into submission format

Submission of plans to Board for approval

Submission of budget aligning to plans for Board approval

Submission to Authorizer, County and State



BUDGET DEVELOPMENT PROCESS

Line #	Project/Task	Project Period	IMPACT
1	Budget Department Tasks: Budget Development		
2	Determine 2024-2025 Enrollment Projections	PLANNING	Projections
3	Enrollment Projection Appeal Process	PLANNING	Projections
4	Receive Final Enrollment Projections	PLANNING	Projections
5	Prepare and Release Return to Assignment Letters	PLANNING	Projections
6	Return to Assignment Letter Deadline (Contracts)	PLANNING	Projections
7	Provide updated projected salaries for retiring employees	PLANNING	Projections
8	Request a New Position request from Heads/ New Job Descriptions for adoption need to be board approved	PLANNING	Projections
9	New job Descriptions with Salary projection Board Approval	PLANNING	Projections
10	Update Salary Schedule used for Budgeting / Board Approved	PLANNING	Projections
11	Update Staff Spreadsheet Per site (establish staffing template for the Budget Development Year)	PLANNING	Projections
12	Administrators Kick- Off Meeting (Leadership/Special Program Only)	PLANNING	Projections
13	Determine AIMS Budget Allocation Formula (Assumptions)	PLANNING	Projections
14	a. School Sites	PLANNING	Projections
15	1. Determine/ Create Staffing Formula Allocations	PLANNING	Projections
16	2. Funding Assumptions (programs and/or services offered)	PLANNING	Projections
17	3. Process Assumptions - (Budget Session participation, Budget Handbook Information, School Engagement Sessions)	PLANNING	Projections
18	4. Projected New Grants/Donations (Documentation is required)	PLANNING	Projections
19	5. Special ED Programmatic Changes (Inclusion vs SPED)	PLANNING	Projections
20	6. Program Updates/Changes- (Budget Handbook Information)	PLANNING	Projections
21	7. New Funding Models (i.e Board or Committee Approved use of Funding - MSR G)	PLANNING	Projections
22	c. Central Offices	PLANNING	Projections
23	1. New Site / Site # Requests (Re-orgs or New)	PLANNING	Projections
24	5. Review and Approved Outline of Continued Current Practices (investments frm previous Prioritizations)	PLANNING	Projections
25	6. FTE movement - Re-orgs of Staff moving from one site to another	PLANNING	Projections
26	12. Any Additional Investments / Cuts	PLANNING	Projections
27	Receive Final Restricted Resource Allocations (School Site/ Central)	PLANNING	Projections

28	Update Staff Spreadsheet Per site (establish staffing template for the Budget Development Year)	PREPARATION	Worksheets
29	Determine/Create Staffing formula allocations (Budget Projection Worksheets for Schools)	PREPARATION	Worksheets
30	Determine/Create Staffing formula allocations (Budget Projection Worksheets for Central)	PREPARATION	Worksheets
31	Prepare Upgrades for Budget Development Tool (due to program Changes)	PREPARATION	Budget Tool
32	Project Central and School Site Budgets by Resource & by Site	PREPARATION	Projections
33	a. Request Projected Salary and Benefits Data	PREPARATION	Projections
34	a. Verify calculations of projected benefits and salary changes	PREPARATION	Projections
35	Populate Central Office Non-salary budget (based on current year)	PREPARATION	Projections
36	Create Budget Projection Worksheet Tool to project School Site Allocations	PREPARATION	Projections
37	Project Allocation by Object	PREPARATION	Projections
38	a. Project operations and Utilities file	PREPARATION	Projections
39	b. Other Services, Tech, Academic, Spec Ed	PREPARATION	Projections
40	Update Budget Development Tool Site Information, Demographics, Staff, Site #	PREPARATION	Budget Tool
41	Load Current Salary per person	PREPARATION	Budget Tool
42	Test budget tool for accuracy	PREPARATION	Budget Tool
43	Determine Salary Driven Benefits Rates	PREPARATION	Budget Tool
44	a. PERS, 403b contribution	PREPARATION	Budget Tool
45	b. Workers' Compensation	PREPARATION	Budget Tool
46	c. State Unemployment Rate	PREPARATION	Budget Tool
47	e. FICA, Medicare	PREPARATION	Budget Tool
48	Determine Employee Fringe Benefits	PREPARATION	Budget Tool
49	a. Medical	PREPARATION	Budget Tool
50	b. Dental	PREPARATION	Budget Tool
51	c. Vision	PREPARATION	Budget Tool
52	d. Disability Insurance	PREPARATION	Budget Tool

53	Determine Positive Pay	PREPARATION	Budget Tool
54	a. Extra Time	PREPARATION	Budget Tool
55	b. TSA Teachers Costs Per site	PREPARATION	Budget Tool
56	c. Verify Stipends added on to Salary Calculations	PREPARATION	Budget Tool
57	Compute Average Salary Per Job Title (for Load)	PREPARATION	Budget Tool
58	Compute Salary Projection per employee (for Load)	PREPARATION	Budget Tool
59	Compute Salary Projection per vacant position (for Load)	PREPARATION	Budget Tool
60	Prepare Departments & Central Office Allocations (for Load)	PREPARATION	Projections
61	Update Resource Numbers at CSMC	PREPARATION	Projections
62	Budget Development Sessions Schedule Published	DEVELOPMENT	BUDGET DEV
63	Begin Budget Sessions / End Budget Sessions	DEVELOPMENT	BUDGET DEV
64	Create org keys in INTACCT for new resources, programs and sites	FINALIZATION	Adoption
65	Forecast 1 upload to ALT Form	FINALIZATION	Adoption
66	1st Draft ALT Form Review	FINALIZATION	Adoption
67	ALT Form Changes	FINALIZATION	Adoption
68	2nd Draft ALT Form	FINALIZATION	Adoption
69	Final Alternative Form Report	FINALIZATION	Adoption
70	Submission to Board Office for Finance Committee Meeting	FINALIZATION	Adoption
71	Presentation to Finance Committee	FINALIZATION	Adoption
72	1st Reading Board Office	FINALIZATION	Adoption
73	Final Approval Board Office	FINALIZATION	Adoption
74	Submission to OUSD	FINALIZATION	Adoption
75	Submission to ACOE	FINALIZATION	Adoption

WHAT ARE WE DOING

1. DEFINING DISTRICT WIDE ASSUMPTIONS
2. ALIGNING TO CORRECT PLAN AND CODING

13	Determine AIMS Budget Allocation Formula (Assumptions)	PLANNING
14	a. School Sites	PLANNING
15	1. Determine/ Create Staffing Formula Allocations	PLANNING
16	2. Funding Assumptions (programs and/or services offered)	PLANNING
17	3. Program Assumptions	PLANNING
18	4. Projected New Grants/Donations (Documentation is required)	PLANNING
19	5. Special ED Programmatic Changes (Inclusion vs SPED)	PLANNING
20	6. Program Updates/Changes-	PLANNING
21	7. New Funding Models (i.e Board or Committee Approved use of Funding - MSR G)	PLANNING
22	c. Central Offices	PLANNING
23	1. New Site / Site # Requests (Re-orgs or New)	PLANNING
24	5. Review and Approved Outline of Continued Current Practices (investments from previous Prioritizations)	PLANNING
25	6. FTE movement - Re-orgs of Staff moving from one site to another	PLANNING
26	12. Any Additional Investments / Cuts	PLANNING

RESONSIBILITY ASSIGNMENT MATRIX

A RACI chart, also called a RACI matrix, is a type of [responsibility assignment matrix](#) (RAM) in project management. In practice, it's a simple spreadsheet or table that lists all stakeholders on a project and their level involvement in each task, denoted with the letters R, A, C or I. Once these roles are defined, assignments can be attributed to the roles and work can begin.

R, A, C, I stands for:

- Responsible
- Accountable
- Consulted
- Informed

Responsible

Responsible designates the task as assigned directly to this person (or group of people). The responsible person is the one who does the work to complete the task or create the deliverable. Every task should have at least one responsible person and could have several.

Responsible parties are typically on the project team and are usually developers or other creators.

Accountable

The accountable person in the RACI equation delegates and reviews the work involved in a project. Their job is to make sure the responsible person or team knows the expectations of the project and completes work on time. Every task should have only one accountable person and no more.

Accountable parties are typically on the project team usually in a leadership or management role.

Consulted

Consulted people provide input and feedback on the work being done in a project. They have a stake in the outcomes of a project because it could affect their current or future work.

Project managers and teams should consult these stakeholders ahead of starting a task to get input on their needs, and again throughout the work and at the completion of a task to get feedback on the outcome.

Consulted parties may be individuals on the project team who aren't working on a given task but whose work will be affected by the outcome. They're also often teammates outside of the project team—even in different departments—whose work will be affected by the outcomes of the project.

Informed

Informed folks need to be looped into the progress of a project but not consulted or overwhelmed with the details of every task. They need to know what's going on because it could affect their work, but they're not decision makers in the process.

Informed parties are usually outside of the project team and often in different departments. They might include heads or directors of affected teams and senior leadership in a company.

- ▶ Project assigned assumptions
- ▶ Engage with appropriate stakeholders
- ▶ Prepare information to be recorded during you CMO budget session
- ▶ Identify Expense
- ▶ Identify Projected total Expense
- ▶ Identify Resource in which to be funded
- ▶ Identify code required to allocate in budget

YOUR ASSIGNMENT

YOUR ASSIGNMENT

STEP: 1

- Review your assumption assignment

Step 2:

- 2. Complete the CMO Planning tool to bring to Budget Session on Wednesday, April 17th.
- Outline your designated District-Wide assumptions to be submitted during your session on Wednesday, April 17th.

NEW: AIMS K-12 CMO PLANNING AND BUDGET MANAGEMENT TOOL

PURPOSE:

The CMO planning and management tool can be used to create, update and manage your department or program budget throughout the fiscal year.

- Tool for planning prior to Budget Session
- Tool for finalizing budgeted expenses during Budget Sessions
- Tool for Expense Management during the year

AIMS K-12 ASSUMPTION MATRIX							
PLAN EFFECT	Central Office Management	Location	Department Assumption	R	A	C	I
NONE	Board Office						
NONE	Board Executive Assistant	CMO	Departmental Expenses	Board Exec	BOARD	Board/Supt	Supt
PARTIAL	Superintendent Office						
NONE	Superintendent	CMO	Departmental Expenses	Supt	SUPT	Dept Staff	Dept Staff
NONE	Omsbudman	CMO					
NONE	Employee Relations /HR	CMO					
NONE	Central Office Clerk (Employee Relations)	CMO					
LCAP or OTHR PLN	Student Activities Coordinator	CMO/Sites					
NONE	Business Operation Services Office						
NONE	CBO	CMO	Departmental Expenses	CBO	CBO	Dir of Fin/Vendors	Supt
NONE	Executive Assistant	CMO					
NONE	Director of Finance	CMO					
NONE	Business Coordinator (AP)	CMO					
NONE	Business Coordinator (PAYROLL)	CMO					
PARTIAL	Program Compliance Department						
NONE	Program Compliance Director	CMO	Departmental Expenses	Comp Dir	COMP DIR	Dept Staff	Supt
NONE	Compliance Manager	CMO					
NONE	Analyst (Compensation)	CMO					
NONE	Central Office Clerk (PAYCOM)	CMO					
NONE	Risk Manager/Benefits Coordinator	CMO					
NONE	Food Services Coordinator	CMO					
SITE BASED	Food Services Workers	School Sites					

PLAN EFFECT	Support Services	Location	Department Assumption				
PARTIAL	Health & School Support Depart.						
NONE	Health & School Support Director	CMO	Departmental Expenses	Academic Dir	SCHL SUPP DIR	Dir of Schools Sped & Health Staff	Health staff
NONE	Analyst	CMO					
NONE	Central Office Clerk	CMO					
NONE	IT Technician	CMO					
NONE	Facilities Department						
NONE	Facilities Manager	CMO	Departmental Expenses	Fac. Manager	FAC. MANAGER	Supt/Finance	Fac. Manager
	Building Maintenance	School Sites					
	Custodial	School Sites					
PARTIAL	Academics and Data Department						
NONE	Academics and Data	CMO	Departmental Expenses	Acad. Dir	ACAD. DIR	Supt	Dept Staff
NONE	Data Analyst	CMO					
<i>MOU/ LCAP</i>	ELD Program	School Sites	Departmental Expenses	ELD Coord.	ACAD. DIR	Dir of Schools	Site Staff
<i>LCAP</i>	College Bound Kids Program	School Sites	Departmental Expenses	CBK Coord.	ACAD. DIR	Dir of Schools	Site Staff
<i>MOU/ LCAP (if encroachment)</i>	Special Education Program	School Sites	Departmental Expenses	SPED Dir	ACAD. DIR	IEP/Dir of Sols	Program Staff
<i>LCAP</i>	Sports Program	CMO/Sites					
<i>ALL PLANS</i>	School Site Academic Program	School Sites					
PARTIAL	Marketing & Communications Depart.						
NONE	Marketing and Communications Director	CMO	Departmental Expenses	Market Dir	MARKET DIR	Dept Staff	Dir of Schools
NONE	Webpage Master Coordinator	CMO					
NONE	Copywriter/Public Affairs Coordinator	CMO					
<i>TITLE I/ LCAP/ Other Plans</i>	Community Liason/ Parent Engagement	School Sites					

AIMS K-12 SAMPLE DEPARTMENT BUDGETING TOOL					
Account (Object Code)	Resource Code	Plan Code	Program Code	Category: Expense Description	Yearly Budget
Department Personnel: <i>Please list position title</i>					
<i>Salary object Code</i>	0000 - General Fund	000	120	CBO	0.00
2300	0000 - General Fund	000	120	<i>Director of Business Operations</i>	0.00
2400	0000 - General Fund	000	120	<i>Executive Assistant, Business Operations</i>	0.00
2400	0000 - General Fund	000	120	<i>Coordinator, Business Operations</i>	0.00
2400	0000 - General Fund	000	120	<i>Coordinator, Business Operations</i>	0.00
Personnel Expense					0.00
4000- BOOKS & SUPPLIES					
Please Itemize your expenses					
4400 - Furniture Fixtures and Equipment	0000 - General Fund	000	120	Equipment	0.00
4400 - Furniture Fixtures and Equipment	0000 - General Fund	000	120	Furniture	0.00
4300 - Materials and Supplies Not Student	0000 - General Fund	000	120	Office Supplies	12,000.00
4410 - Software & Software Licenses	0000 - General Fund	000	120	Software License	5,000.00
4720- Food for meetings/trainings	0000 - General Fund	000	120	Meetings/ Internal Trainings	1,500.00
Books and Supplies Subtotal:					18,500.00
5000 - OPERATING SERVICES					
Please Itemize your expenses					
5200-travel & Conferences	0000 - General Fund	000	120	Flights	2,200.00
5210 - Professional Development/Development	0000 - General Fund	000	120	Finance PD, Project management PDs	10,000.00
5300 - Dues and Membership	0000 - General Fund	000	120	Memberships	250.00
5501- Utilities	0000 - General Fund	000	120	Internet	1,800.00
5873 - Financial Services	0000 - General Fund	000	120	Back Office	25,000.00
5806 - Communications	0000 - General Fund	000	120	Auditing	10,000.00
5900 - Communications	0000 - General Fund	000	120	Cell phones	800.00
Operation Expense Subtotal:					47,850.00
TOTAL Programmatic (Non-Salary Budget)					66,350.00

During the planning stage, the tool is used to plan and project possible expenses for the new year. You will update this document during your final budget session to reflect the ACTUAL expenses that fit within your budget allocation

SAMPLE BUDGET PLANNING TOOL

* THE BUDGET ALLOCATIONS IN THIS SAMPLE ARE FACTIOUS AND ARE ONLY BEING USED FOR THIS SAMPLE

NEW: AIMS K-12 DISTRICT-WIDE PLANNING AND BUDGET MANAGEMENT TOOL

PURPOSE:

The District-Wide planning and management tool can be used to create, update and manage your district-wide program budget throughout the fiscal year.

- Tool for planning prior to Budget Session
- Tool for finalizing budgeted expenses during Budget Sessions
- Tool for Expense Management during the year

AIMS K-12 ASSUMPTION MATRIX							
PLAN EFFECT	Central Office Management	Location	District-Wide Assumption	R	A	C	I
NONE	Board Office						
NONE	Board Executive Assistant	CMO					
PARTIAL	Superintendent Office						
NONE	Superintendent	CMO	School Based Staffing Model	Acad. Dir	SUPT	Dir of Schools	CMO Staff
NONE	Omsbudman	CMO	Legal Expenses	OMSBUD	OMSBUD	Superintendent	CBO
NONE	Employee Relations/HR	CMO					
NONE	Central Office Clerk (Employee Relations)	CMO					
LCAP or OTHR PLN	Student Activities Coordinator	CMO/Sites	Sports Program	Active Coord	DIR OF SCHOOL	Dept Staff	Board
NONE	Business Operation Services Office						
NONE	CBO	CMO	Utilities, Debt Service, Depreciation, Bank Fees	CSMC	CBO	Dir of Fin	Board
NONE	Executive Assistant	CMO					
NONE	Director of Finance	CMO					
NONE	Business Coordinator (AP)	CMO					
NONE	Business Coordinator (PAYROLL)	CMO					
PARTIAL	Program Compliance Department						
NONE	Program Compliance Director	CMO					
NONE	Compliance Manager	CMO					
NONE	Analyst (Compensation)	CMO					
NONE	Central Office Clerk (PAYCOM)	CMO					
NONE	Risk Manager/Benefits Coordinator	CMO	Insurance & Health and Welfare	Emp Relations	OMSBUD	EPIC/Charter Benefits	Business Ops
NONE	Food Services Coordinator	CMO	Food Service Program Projections/Expenses	Food Coord	COMP DIR	Vendors	Dir of Schools
SITE BASED	Food Services Workers	School Sites					

PLAN EFFECT	Support Services	Location	District-Wide Assumption				
PARTIAL	Health & School Support Depart.						
NONE	Health & School Support Director	CMD		Academic Dir	SCHL SUPP DIR	Dir of Schools Sped & Health Staff	Health staff
NONE	Analyst	CMD					
NONE	Central Office Clerk	CMD					
NONE	IT Technician	CMD					
NONE	Facilities Department						
NONE	Facilities Manager	CMD		Fac. Manager	AC. MANAGE	Supt/Finance	Fac. Manager
	Building Maintenance	School Sites	OUSD Facility Rental, Building Maint, Elevator Maint., Pest Control, Security & Alarms, Equipt. Rental				
	Custodial	School Sites	Custodial Services and Supplies				
PARTIAL	Academics and Data Department						
NONE	Academics and Data	CMD	School Based Staffing Model	Acad. Dir	ACAD. DIR	Supt	Dept Staff
NONE	Data Analyst	CMD					
<i>MOU/LCAP</i>	ELD Program	School Sites	Title III use	ELD Coord.	ACAD. DIR	Compliance	Dir of Schools
<i>LCAP</i>	College Bound Kids Program	School Sites	College Bound Program	CBK Coord.	ACAD. DIR	Dir of Schools	Site Staff
<i>MOU/LCAP (if encroachment)</i>	Special Education Program	School Sites					
<i>LCAP</i>	Sports Program	CMD/Sites	Sports Program Expenses	Dir of Schools	ACAD. DIR	Activity Coord.	Program Staff
<i>ALL PLANS</i>	School Site Academic Program	School Sites					
PARTIAL	Marketing & Communications Depart.						
NONE	Marketing and Communications Director	CMD		Market Dir	MARKET DIR	Dept Staff	Dir of Schools
NONE	Webpage Master Coordinator	CMD					
NONE	Copywriter/Public Affairs Coordinator	CMD					
<i>TITLE I/ LCAP/ Other Plans</i>	Community Liason/ Parent Engagement	School Sites	Title I Allocation (mandated by Funding)	Comm. Liason	MARKET DIR	Compliance	Dir of Schools

During the planning stage, the tool is used to plan and project possible expenses for the new year. You will update this document during your final budget session to reflect the ACTUAL expenses that fit within your budget allocation

AIMS K-12 BUDGET PLANNING AND MANAGEMENT TOOL (District-wide)				
FISCAL YEAR:				
PROGRAM NAME:				
DIRECTOR NAME:				
PROGRAM NUMBER:				
Program Assumptions at Sites			AIMS Middle School	
4300 - Materials and Supplies Not Student	0000 - General Fund		School Rating Website	0.00
	0000 - General Fund		advertising request	0.00
			AIMS Middle Total	0.00
Program Assumptions at Sites			AIPCS II K-5 (ES)	
5901 - Marketing	0000 - General Fund		School Rating Website	0.00
5901 - Marketing	0000 - General Fund		advertising request	0.00
			AIPCS II K-5(ES) Subtotal:	0.00
Program Assumptions at Sites			AIPCS II 6-8 (MS)	
5901 - Marketing	0000 - General Fund		School Rating Website	0.00
5901 - Marketing	0000 - General Fund		advertising request	0.00
			AIPCS II 6-8(MS) Subtotal:	0.00
Program Assumptions at Sites			HS	
5901 - Marketing	0000 - General Fund		School Rating Website	0.00
5901 - Marketing	0000 - General Fund		Printing	0.00
			HS Subtotal:	0.00

SAMPLE BUDGET PLANNING TOOL

THANK YOU AND
SEE YOU
TOMORROW



Coversheet

Nutrition FRL Mandated Training

Section: III. Information (Non-Action) Items
Item: O. Nutrition FRL Mandated Training
Purpose: Discuss
Submitted by:
Related Material: Nutrition FRL_Mandated Trainings April 2023.pdf

Nutrition Service FRL Percentages

Eligibility Counts 4/9/2024

School	Free Students		Reduced Students		Combined Free & Reduced		Paid Students		Total Students
	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled
AIPCS	148	70.81 %	22	10.53 %	170	81.34 %	39	18.66 %	209
AIPCS II	428	66.98 %	72	11.27 %	500	78.25 %	139	21.75 %	639
AIPHS	239	65.48 %	29	7.95 %	268	73.42 %	97	26.58 %	365
Total	815	67.19 %	123	10.14 %	938	77.33 %	275	22.67 %	1213

AIPCS: 81.34% students are either free or reduced

AIPCS II: 78.25% students are either free or reduced

AIPHS: 73.42% students are either free or reduced

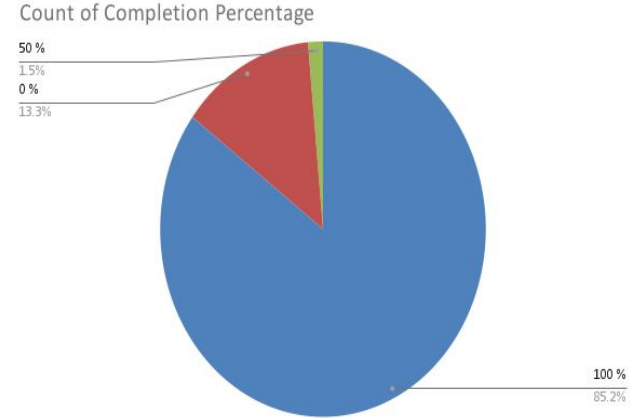
AIMS goal is to ensure that 100% of students are eligible for Free and Reduced Lunch (FRL) program across all schools within our district. AIMS continues to qualify as a Title I school due to the population that we currently serve.



Vector Mandated Training

Sexual Harassment & Mandated Reporter Trainings

- **Blue** shows the percentage of employees who have completed both training 85.2% of employees have completed both.
- **Red** shows the percentage of employees not completed any training 13.3%
- **Green** shows the percentage of employees who have only completed 1 of 2 training 1.5% only completed 1 of 2



Coversheet

Job Descriptions

Section: V. Consent Calendar
Item: A. Job Descriptions
Purpose: Vote
Submitted by:
Related Material: AIMS Compliance Manager Board Cover Letter.pdf
Compliance Manager.docx.pdf
Ombudsperson Board Cover Letter.pdf
OMBUDSPERSON Job Description.docx.pdf



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

Submitter Information

Full Name: Tiffany Tung
Position/Title: Director of Program Compliance
Department: Department of Program Compliance
Date of Submission (MM/DD/YYYY): 4/8/2024

Item Details

Title of Item: Compliance Manager Job Description
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:
Will need to be reviewed by governance committee
If no: Explain why:
Board meeting is future date 4/16/2024

Deadline Information

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

Financial Information (if applicable):

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



AIMS K-12 College Prep Charter District

Title: Compliance Manager

Category: Classified

Work Year: 12 Months

Employment Type: Full Time

Starting Range: \$98,031.60 - \$104,047.17

FLSA: Exempt

Supervisor: Director of Program Compliance

JOB GOALS: Under the direction of the Director of Program Compliance ensures that the district follows legislative and regulatory requirements. Coordinates and assists with reviewing, monitoring and maintaining compliance with district policies and procedures. Oversee control systems and workflows to prevent and deal with violations of legal guidelines and internal policies.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

ESSENTIAL JOB DUTIES:

- Provides administrative oversight with communication regarding workflow systems that align with compliance requirements.
- Evaluating the efficiency of controls and improving them consistently.
- Oversee Time and Accounting/Personnel activity report/multi funded staffing certifications.
- Pull annual Time and Accounting reports for monitoring and tracking purposes.
- Assist with the coordination and communication of categorical/restricted funding spending timelines and departmental objectives.
- Ensures compliance board policies and procedures are implemented with internal controls
- Liaison with the department of Health and School Services assisting with coordination of documentation alignment with rules and regulations.
- Provide guidance and processing, regarding proper use of funds, processing of purchase order tracking system expenditures and supporting documentation.
- Assisting budget development in aligning allowable expenditures. Provides feedback on allowable/non allowable expenditures for school site plans.
- Provides oversight and assists with training for supporting documentation and internal controls required for state,federal and local school site plan and board approved policies/procedures.

- Participates in meetings, training and seminars that assist with the purpose of gathering information related to compliance of local, state and federal guidelines.
- Oversee compensation alignment and compliant background check workflow for the Compliance Analyst.
- Reviews Job Description formats to ensure alignment with state, federal and local regulatory requirements.
- Manage employment tools that align with compliant tracking and transferring information into the HRIS system.
- Initiates program improvement strategies and corrective actions to support compliance workflows.
- Performs other duties as assigned

QUALIFICATIONS:

- Bachelor’s degree from an accredited institution
- Three years of relevant school operations experience

KNOWLEDGE AND ABILITIES:

- Demonstrated commitment to pursuing transparency, equity and accountability
- Experience with school based operational roles
- Expertise in federal, state and local compliance regulations
- Ability to multi-task and work in fast moving environments
- Strong ability to analyze various processes and procedures
- Strong understanding of federal, state and local school site plans

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 30 Walking: 20 Sitting: 50

Minimum Body Movement (Frequency):

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

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

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

Climbing Ladders: 0 Climbing Stairs: 2

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

Effective:

Board Approved: Pending Board Approval



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

Submitter Information

Full Name: Tiffany Tung
 Position/Title: Director of Program Compliance
 Department: Department of Program Compliance
 Date of Submission (MM/DD/YYYY): 4/8/2024

Item Details

Title of Item: Ombudsperson Job Description
 Is this item a: New Submission
 Renewal
 If Renewal: Please summarize any changes from the previous submission:
Annual job description audit

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:
Will need to be reviewed by governance committee

 If no: Explain why:
Board meeting is future date 4/16/2024

Deadline Information

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

Financial Information (if applicable):

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



AIMS K-12 College Prep Charter District

Title: OMBUDSPERSON

Category: Classified Management

Work Year: Full Time

Employment Type: Classified Management

Starting Range: \$90,770-\$103,637.32

FLSA: Exempt

Supervisor: Superintendent

JOB GOALS: Position Summary The ombudsperson is a designated resolution practitioner whose major function is to provide confidential and informal assistance to constituents of the AIMS community, which includes students, staff, faculty, and/or administrator. Serving as a designated 3rd party, the ombudsperson acts as a source of information and referral, aids in answering individual's questions, and assists in the resolution of concerns and critical situations. In considering any given instance or concern, the point of view of all parties that might be involved is taken into account. This office manages the AIMS Uniform Complaint Procedure process.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

ESSENTIAL JOB DUTIES:

- Reporting The ombudsperson function is independent of existing administrative structures and reports directly to the Superintendent of Schools. The ombudsperson will prepare a periodic report to the Superintendent of schools.
- Based on aggregated data, this report discusses trends in the reporting of issues or concerns, identifies patterns or problem areas in existing policies and practices, may recommend revisions and improvements, and may assess the climate of AIMS. Critical Skills and Characteristics Communication and Problem-Solving Skills.
- An ombudsperson must have outstanding communication skills and be able to communicate effectively with individuals at all levels of the organization, as well as, with people of all cultures.
- It is imperative that the ombudsperson has excellent problem-solving skills and be able to gather information, analyze it and, as necessary, help the inquirer develop appropriate options and actions. Decision-Making/Strategic Thinking Skills.

- An ombudsperson must be aware of how all decisions might impact the inquirer, as well as other stakeholders and AIMS. An ombudsperson must know how to proceed with issues, and help the inquirer assess who should be involved and at what stage.
- Conflict Resolution Skills. An essential element of the ombudsperson's role is that of facilitating the resolution of the conflict between parties. It is important that the ombudsperson have a thorough understanding of what leads to conflict, the nature of conflict, and methods of resolution.
- Organizational Knowledge and Networking Skills. An ombudsperson must be knowledgeable about the AIMS, its structure, culture, policies, and practices. The ombudsperson must have excellent networking skills, understand and participate in collaboration with others, and be able to establish and maintain broad contacts throughout the organization.
- Sensitivity to Diversity Issues. The ombudsperson must be sensitive to dealing with individuals from a wide variety of backgrounds and cultures. The ombudsperson must be open, and objective, and must seek to understand issues from multiple perspectives. The ombudsperson should be innovative in developing options that are responsive to differing needs. Composure and Presentation Skills.
- An ombudsperson should maintain a professional demeanor, should have strong presentation skills, and should be able to organize and communicate information to groups of varying size and hierarchical levels in the organization.
- Integrity. The ombudsperson must keep information confidential and an ombudsperson should not be risk-averse and should understand that this position may, on occasion, challenge even the highest levels of the administration in an effort to foster fair and just practices.
- Accountabilities Dispute Resolution, Consultation, and Referral Provide conflict resolution services to members of the AIMS community who are aggrieved or concerned about an issue and exercise good judgment.
- Assist inquirers in obtaining and providing relevant information regarding AIMS policies and procedures. Assist inquirers in clarifying issues and generating options for resolution. Facilitate the inquirer's assessment of the pros and cons of possible options. Encourage flexible administrative practices to maximize the institution's ability to meet the needs of all members of the campus community equitably.
- Follow up with inquirers as appropriate to determine outcome and further need of assistance. Policy Analysis and Feedback Serve as a resource for administrators in formulating or modifying policy and procedures, raising issues that might surface as a result of a gap between the stated goals of AIMS and actual practice.
- Provide early warning of new areas of organizational concern, upward feedback, critical analysis of systemic needs for improvement, and make systems change recommendations.
- College Community Outreach and Education. Design and conduct training programs for AIMS leadership in dispute/conflict resolution, negotiation skills and theory, civility, and related topics.

QUALIFICATIONS:

- Bachelor's degree, Advanced degree preferred.
- 3-5 years' minimum experience in Human Resources, Employee Relations, or other job-related areas of business, including staff and process oversight.
- Experience working with people of diverse backgrounds and cultures.
- Relevant dispute resolution training and/or ombudsperson experience is preferred.

KNOWLEDGE AND ABILITIES:

- Plan, organize and coordinate activities with others to meet the needs of students in areas related to client advocacy, crisis support, case management, and referral sources.
- Develop constructive solutions to problems and prepare appropriate resources. Coordinate auxiliary services within the school or department.
- Communicate, understand and follow both oral and written directions. Prepare, compile, verify and maintain records, data and reports.
- Analyze situations accurately and adopt an effective course of action.
- Prepare and deliver oral presentations and in-services. Interpret, comprehend, apply and explain rules, regulations, policies and procedures.
- Plan and organize work to meet schedules and timelines.
- Work collaboratively and build positive relationships with a diverse range of students, staff and community.
- Demonstrate loyalty and high ethical standards.
- Learn new or updated computer systems and programs to apply to current work. Provide direction and support to site leaders, District leaders, families and staff in support of district goals and initiatives.
- Negotiate skillfully in difficult situations and create solutions to promote compromise. Think outside the box and develop new methods or solutions inspiring others to reach a common goal
- Communicate using patience and courtesy in a manner that reflects positively on the organization.
- Actively participate in meeting District goals and outcomes
- Apply integrity and trust in all situations.

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 30 Walking: 20 Sitting: 50

Minimum Body Movement (Frequency):

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

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

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

Climbing Ladders: 0 Climbing Stairs: 2

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Effective:

Board Approved: Pending Board Approval

Coversheet

Board Policies

Section: V. Consent Calendar

Item: B. Board Policies

Purpose:

Submitted by:

Related Material:

Title IX Harassment Intimidation Discrim. and Bullying Policy (4869-6376-8758.v1).docx.pdf

AIMS_Charter_Schools_UCP procedures and form (4872-3934-4310.v1).docx.pdf

**AIMS K-12 COLLEGE PREP CHARTER DISTRICT
BOARD OF DIRECTORS POLICY**

**BOARD POLICY #5001
ADOPTED [April 23, 2024]**

POLICY TITLE: Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, AIMS K-12 College Prep Charter District ("AIMS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, and all acts of the Charter School's Board of Directors ("Board") in enacting policies and procedures that govern the Charter School.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will act to investigate, respond, address and report on such behaviors in a timely manner. AIMS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom AIMS does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. AIMS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in

a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. AIMS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Eric Haar
 Ombudsman
 171 12th Street, Oakland, CA 94607
 ombudsman@aimsk12.org
 (510) 496-9949

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by AIMS.

AIMS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student ¹ or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by AIMS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

¹ "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in AIMS’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that AIMS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in AIMS’s education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

AIMS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

AIMS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

AIMS informs Charter School employees, students, and parents/guardians of AIMS's policies regarding the use of technology in and out of the classroom. AIMS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

AIMS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. AIMS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at AIMS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

AIMS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students

learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

AIMS informs AIMS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

AIMS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other AIMS employees who have regular interaction with students.

AIMS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

AIMS also informs certificated employees about the groups of students determined by AIMS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

AIMS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for AIMS’s students.

Grievance Procedures

1. Scope of Grievance Procedures

AIMS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the AIMS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, AIMS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. AIMS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Superintendent, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

AIMS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

AIMS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to AIMS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or AIMS's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. AIMS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of AIMS to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of AIMS, the Coordinator (or designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that AIMS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - AIMS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with AIMS's policies.
 - AIMS may remove a respondent from AIMS's education program or activity on an emergency basis, in accordance with AIMS's policies, provided that AIMS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and

provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- o This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

- o If a formal complaint of sexual harassment is filed, AIMS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If AIMS offers such a process, it will do the following:

- Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
- Obtain the parties' advance voluntary, written consent to the informal resolution process.

- o AIMS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process

- o The decision-maker will not be the same person(s) as the Coordinator or the investigator. AIMS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- o In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete. The Title IX process, including informal resolution, opportunities to respond, and determination of responsibility may take up to ninety (90) calendar days or longer, depending on the complexity of the investigation and the issues raised.
- o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

- o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- o Prior to completion of the investigative report, AIMS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- o The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - o If the investigation reveals that the alleged harassment did not occur in AIMS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable AIMS policy.
 - o AIMS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at AIMS; or
 - The specific circumstances prevent AIMS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - o If a formal complaint of sexual harassment or any of the claims therein are dismissed, AIMS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
 - o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - o Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
 - o AIMS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;

- The conclusions about the application of AIMS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from AIMS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by AIMS in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find AIMS's resolution unsatisfactory for complaints within the scope of this Policy, other than formal sexual harassment, the reporting individual may, within five (5) business days of notice of AIMS's decision or resolution, submit a written appeal to the President of the AIMS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and AIMS will implement appeal procedures equally for both parties.
- Within five (5) business days of AIMS's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from AIMS's dismissal of a formal complaint or any allegations therein, on the following bases:
 - Procedural irregularity that affected the outcome of the matter;
 - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- AIMS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

AIMS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize AIMS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from AIMS K-12 College Prep Charter.

Signature of Complainant

Date:

Print Name

To be completed by the AIMS Title IX Coordinator:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____
4865-0092-2159, v. 4

AIMS K-12 COLLEGE PREP CHARTER DISTRICT BOARD OF DIRECTORS POLICY

**BOARD POLICY #1007
REVISED SEPT 2022**

POLICY TITLE: Uniform Complaint Policy and Procedures

The Board of Directors ("Board") of AIMS K-12 College Prep Charter District, a California Non-profit Public Benefit Corporation ("AIMS") hereby adopts the revision of Policy #1007 establishing its Uniform Complaint Policy and Procedures for AIMS College Prep Elementary School, AIMS College Prep Middle School and AIMS College Prep High School, each individually referred to as the "School" or collectively as the "Schools."

AIMS is committed to compliance with applicable state and federal laws and regulations governing educational programs in the operation of the Schools.

Scope

The Schools policy is to comply with applicable federal and state laws and regulations. The Schools is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws, and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender, expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Schools program or activity, and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including, but not limited to:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education Programs
- After School Education and Safety
- Child Care and Development
- Compensatory Education
- Consolidated Application
- Course Periods without Education Content

Education of Pupils in Foster Care, Pupils who are Homeless, Former Juvenile Court Pupils Now Enrolled in a School District and Pupils of Military Families

Every Student Succeeds Act
Local Control and Accountability Plans (LCAP)
Consolidated Categorical Aid Programs
Migrant Education
Physical Education Instructional Minutes
Pupil Fees
Reasonable Accommodations to a Lactating Pupil
School Plans for Student Achievement
School Safety Plans
School-site
Councils
Special Education Programs

- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
- a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and second education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil Fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which requires educational activities to be provided free of charge to all pupils without regard to their families/ ability or willingness to pay fees or requested special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d.899. A pupil fee includes, but is not limited to, all of the following.
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed with the Head of School, or Ombudsman, or his/her designee.
 - d. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an

allegation of noncompliance with laws relating to pupil fees.

- d. A pupil fees complaint shall be filed no later than one (1) year from the date the alleged violation occurred.
- e. If the Schools find merit in a pupil fees complaint the School" shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the "Schools" to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- f. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to Schools UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements.

Allegations of child abuse shall be referred to Alameda County Department of social Services, Protective Services Division or appropriate law enforcement agency.

Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the Statement Department of Fair Employment and Housing (DFEH)/

Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE)

- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The Local Control Accountability Plan (LCAP) is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF Schools are required to prepare an LCAP, which describes how Schools intend to meet annual goals for pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 52060(d).

The Schools acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Schools cannot guarantee anonymity of the complaint. This includes keeping the identity of the complainant confidential. However, the Schools will attempt to do so as appropriate. The Schools may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Ombudsman on a case-by-case basis.

The Schools prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint, or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Investigation and Officers

Schools will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC Section 200 and 220 and Government Code (GC) Section 11135, including any actual or perceived characteristics as set forth in Penal Code (PC) Section

422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity Schools conducts, which is funded directly by, or that receives or benefits from any state financial assistance.

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Schools compliance with law is Maya Woods-Cadiz, Superintendent, AIMS K-12 College Prep Charter Schools, 171 12th Street, Oakland, CA 94607, or call the office at 510-893-8701.

The Schools Ombudsman shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Ombudsman.

Should a complaint be filed against the Ombudsman, the compliance officer for that case shall be the President of the AIMS Charter Schools Board of Directors.

The UCP Annual Notification

The Ombudsman, or designee, shall annually provide written notification of the AIMS Schools Uniform Complaint procedures to employees, students, parents and/or guardians, advisory Committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

The UCP Annual Notice shall include information regarding the requirements of EC Section 49010 through 49013 relating to pupil fees and information regarding the requirements of EC Section 2075 relating to the LCAP.

The annual notification shall be in English, and when necessary, in the primary language, pursuant to Section 48985 of the Education Code if fifteen (15) percent, or more, of the pupils enrolled in the Schools speak a single primary language other than English; or mode of communication of the recipient of the notice.

The Ombudsman, or designee, shall make available copies of the Schools uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Schools is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designed to receive complaints.
- (d) A statement that the complaint has a right to appeal the Schools decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Schools decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws. If applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that Schools has violated federal or state laws, or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by Schools.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Schools staff shall assist him/her in the filing of the complaint.

The complainants are protected from retaliation.

Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance office shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Schools timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his representative shall have an opportunity present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to

cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Schools' investigation and decision, as described in Step #5 below, within sixty (60) calendar days of the Schools receipt of the complaint.

Step 5: Final Written Decision

Schools decision shall be in writing and send to the complainant. Schools decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The report will contain the following elements:

- i. The findings of fact based on the evidence gathered
- ii. Conclusion of law
- iii. Disposition of the complaint
- iv. The rationale for such a disposition
- v. Correction actions, if any are warranted
- vi. Notice of the complainant's right to appeal Schools Decision within fifteen (15) days to the California Department of Education (CDE) and procedures to be followed for initiating such an appeal.
- vii. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
- viii. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office of Civil Rights

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and the employee was informed of the Schools' expectations. The report shall not give any further information as to the nature of the disciplinary action.

Complaint Resolution

If Schools finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); and/or Physical Education Instructional Minutes (grades one through eight), Schools shall provide a remedy to the affected pupils and parents/guardians.

If Schools find merit in a complaint regarding Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades none through twelve), and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in AIMS College Prep Elementary School, AIMS College Prep Middle School and AIMS College Prep High School, and pupils in military families, Schools shall provide a remedy to the affected pupil.

Schools ensure that an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one (1) year prior to the filing of the complaint.

Appeals to the California Department of Education

If dissatisfied with the Schools decision, the complainant may appeal in writing to the CDE within fifteen (15) calendar days of receiving the Schools decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Schools' decision.

Upon notification by the CDE that the complainant has appealed the Schools decision, the Ombudsman, or designee, shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by Schools, if not covered by the decision.
4. A copy of the investigation file, including, but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Schools' complaint procedures.
7. Other relevant information requested by the CDE

The CDE may directly intervene in the complaint without waiting for action by the Schools when one of the conditions listed in Title 5, California Code of Regulations Section 4650 exists, including cases in which Schools has not taken action within sixty (60) calendar days of the date the complaint was filed with Schools.

1

AIMS K-12 COLLEGE PREP CHARTER DISTRICT UNIFORM COMPLAINT PROCEDURE FORM

Last Name _____ First Name/MI _____

Student Name (if applicable) _____ Grade _____ Date of Birth _____

Street Address/Apt. # _____

City _____ State _____ Zip Code _____

Home Phone () _____ Cell Phone () _____ Work Phone () _____

AIMS School/Office of Alleged Violation _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable.

- After School Education & Safety Consolidated Application Course Periods without Education Content
- Education of pupils in Foster Care, Pupils who are homeless, Former Juvenile Court Pupils Enrolled in a School District and Pupils of Military Families Every Student Success Act Local Control & Accountability Plans (LCAP)
- Consolidated Categorical Aid Programs Migrant Education Physical Education Instructional Minutes
- Pupil Fees School Plans for Student Achievement School Safety Plans School-site Councils
- Special Education Programs Adult Education Programs Reasonable Accommodations for a Lactating Pupil [
- Compensatory Education Accommodations for Pregnant and Parenting Pupils Child Care and Development

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- Age Gender/Gender Expression/Gender Identify Sex (actual or perceived) Ancestry
- Genetic Information Sexual Orientation (actual or perceived) Ethnic Group Identification
- National Origin Race or Ethnicity Religion Disability (Mental or Physical Color
- Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator

2. Have you discussed your complaint or brought your complaint to any AIMS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supportive documents. YES NO

Signature _____ Date _____

_____ E-mail complaint and any relevant documents to:

Ombudsman
ombudsman@aimsk12.org

Coversheet

AIMS Salary Schedule PROPOSED FY 24-25

Section: V. Consent Calendar
Item: C. AIMS Salary Schedule PROPOSED FY 24-25
Purpose: Vote
Submitted by:
Related Material: AIMS Salary Schedule Cover Letter.pdf
AIMS Salary Schedules PROPOSED FY24-25 (2).xlsx



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

Submitter Information

Full Name: Tiffany Tung
 Position/Title: Director of Program Compliance
 Department: Department of Program Compliance
 Date of Submission (MM/DD/YYYY): 4/8/2024

Item Details

Title of Item: AIMS Salary Schedules FY24-25
 Is this item a: New Submission
 Renewal
 If Renewal: Please summarize any changes from the previous submission:
Annual update of salary schedules to ensure working days are in alignment

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:
Will need to be reviewed by governance committee

If no: Explain why:
Board meeting is future date 4/16/2024

Deadline Information

Is there a submission deadline for this item?
 Yes No

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

Financial Information (if applicable):

Total Cost: \$ N/A

Is this expenditure included in the annual budget?
 Yes No

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

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

AIMS Salary Schedules PROPOSED FY24-25 (2).xlsx

Coversheet

Technology Agreement

Section: V. Consent Calendar
Item: D. Technology Agreement
Purpose: Vote
Submitted by:
Related Material: Technology Consultant Agreement and Cover Letter.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): 04/19/2024

Item Details

Title of Item: Technology Consultant Agreement
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

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

If no: Explain why:

Deadline Information

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

Financial Information (if applicable):

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

CONSULTING AGREEMENT

THIS CONSULTING AGREEMENT (the "Agreement") is dated this _____ day of _____,

CLIENT

American Indian Model School
746 12th Street Oakland, CA 94607

(the "Client")

CONSULTANT

Clive Isip (dba Intelligent Connectivity)
(the "Consultant")

BACKGROUND

- A. The Client is of the opinion that the Consultant has the necessary qualifications, experience and abilities to provide consulting services to the Client.
- B. The Consultant is agreeable to providing such consulting services to the Client on the terms and conditions set out in this Agreement.

IN CONSIDERATION OF the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the Client and the Consultant (individually the "Party" and collectively the "Parties" to this Agreement) agree as follows:

SERVICES PROVIDED

1. The Client hereby agrees to engage the Consultant to provide the Client with the following consulting services (the "Services"):
 - Provide strategic management advice, troubleshoot technical issues, offer expertise in areas such as hardware, software, networks, security, and project management in order to integrate and maximize the value of IT systems.
 - Provide hardware/software/cloud items and services.
2. The Services will also include any other tasks which the Parties may agree on. The Consultant hereby agrees to provide such Services to the Client.

TERM OF AGREEMENT

3. The term of this Agreement (the "Term") will begin on the date of this Agreement and will remain in full force and effect indefinitely until terminated as provided in this Agreement.

4. In the event that either Party wishes to terminate this Agreement, that Party will be required to provide 60 days' written notice to the other Party. The Consultant has 45 days to remediate reasonable service issues with the Client.
5. In the event that either Party breaches a material provision under this Agreement, the nondefaulting Party may terminate this Agreement immediately and require the defaulting Party to indemnify the non-defaulting Party against all reasonable damages.
6. This Agreement may be terminated at any time by mutual agreement of the Parties.
7. Except as otherwise provided in this Agreement, the obligations of the Consultant will end upon the termination of this Agreement.

PERFORMANCE

8. The Parties agree to do everything necessary to ensure that the terms of this Agreement take effect.

CURRENCY

9. Except as otherwise provided in this Agreement, all monetary amounts referred to in this Agreement are in USD (US Dollars).

COMPENSATION

10. The Consultant will charge the Client for the Services at the rate of **\$150.00** per hour (the "Compensation") for first year of this Agreement. For the second and ensuing years, the Consultant reserves the right to increase the rate to a reasonable level as warranted by the services being required.
11. Invoices submitted by the Consultant to the Client are due within 15 days of receipt.

REIMBURSEMENT OF EXPENSES

13. The Consultant will be reimbursed from time to time for reasonable and necessary expenses incurred by the Consultant in connection with providing the Services.
14. All expenses must be pre-approved by the Client.

INTEREST ON LATE PAYMENTS

15. Interest payable on any overdue amount or an unpaid amount under this Agreement is charged at a rate of 2.00% per month, until the balance is paid.

CONFIDENTIALITY

16. Confidential information (the "Confidential Information") refers to any data or information relating to the Client, whether business or personal, which would reasonably be considered to be private or proprietary to the Client and that is not generally known and where the release of that Confidential Information could reasonably be expected to cause harm to the Client.

- 17.** The Consultant agrees that they will not disclose, divulge, reveal, report or use, for any purpose, any Confidential Information which the Consultant has obtained, except as authorized by the Client or as required by law. The obligations of confidentiality will apply during the Term and will end on the termination of this Agreement except in the case of any Confidential Information which is a trade secret in which case those obligations will last indefinitely.
- 18.** All written and oral information and material disclosed or provided by the Client to the Consultant under this Agreement is Confidential Information regardless of whether it was provided before or after the date of this Agreement or how it was provided to the Consultant.

OWNERSHIP OF INTELLECTUAL PROPERTY

- 19.** All intellectual property and related material, including any trade secrets, moral rights, goodwill, relevant registrations or applications for registration, and rights in any patent, copyright, trademark, trade dress, industrial design and trade name (the "Intellectual Property") that is developed or produced under this Agreement, is a "work made for hire" and will be the sole property of the Client. The use of the Intellectual Property by the Client will not be restricted in any manner.

RETURN OF PROPERTY

- 21.** Upon the expiration or termination of this Agreement, the Consultant will return to the Client any property, documentation, records, or Confidential Information which is the property of the Client.

CAPACITY/INDEPENDENT CONTRACTOR

- 22.** In providing the Services under this Agreement it is expressly agreed that the Consultant is acting as an independent contractor and not as an employee. The Consultant and the Client acknowledge that this Agreement does not create a partnership or joint venture between them and is exclusively a contract for service. The Client is not required to pay, or make any contributions to, any social security, local, state or federal tax, unemployment compensation, workers' compensation, insurance premium, profit-sharing, pension or any other employee benefit for the Consultant during the Term. The Consultant is responsible for paying, and complying with reporting requirements for, all local, state and federal taxes related to payments made to the Consultant under this Agreement.

RIGHT OF SUBSTITUTION

- 23.** Except as otherwise provided in this Agreement, the Consultant may, at the Consultant's absolute discretion, engage a third party sub-contractor to perform some or all of the obligations of the Consultant under this Agreement and the Client will not hire or engage any third parties to assist with the provision of the Services.
- 24.** In the event that the Consultant hires a sub-contractor:
- the Consultant will pay the sub-contractor for its services and the Compensation will remain payable by the Client to the Consultant.
 - for the purposes of the indemnification clause of this Agreement, the sub-contractor is an agent of the Consultant.

AUTONOMY

25. Except as otherwise provided in this Agreement, the Consultant will have full control over working time, methods, and decision making in relation to provision of the Services in accordance with the Agreement. The Consultant will work autonomously and not at the direction of the Client. However, the Consultant will be responsive to the reasonable needs and concerns of the Client.

EQUIPMENT

26. Except as otherwise provided in this Agreement, the Consultant will provide at the Consultant's own expense, any and all equipment, software, materials and any other supplies necessary to deliver the Services in accordance with the Agreement.

NO EXCLUSIVITY

27. The Parties acknowledge that this Agreement is non-exclusive and that either Party will be free, during and after the Term, to engage or contract with third parties for the provision of services similar to the Services.

NOTICE

28. All notices, requests, demands or other communications required or permitted by the terms of this Agreement will be given in writing and delivered to the Parties:

- a. American Indian Model School
- b. Clive Isip (dba Intelligent Connectivity)

Either Party may from time to time notify the other, and will be deemed to be properly delivered (a) immediately upon being served personally and/or (b) electronic mail.

INDEMNIFICATION

29. Except to the extent paid in settlement from any applicable insurance policies, and to the extent permitted by applicable law, each Party agrees to indemnify and hold harmless the other Party, and its respective affiliates, officers, agents, employees, and permitted successors and assigns against any and all claims, losses, damages, liabilities, penalties, punitive damages, expenses, reasonable legal fees and costs of any kind or amount whatsoever, which result from or arise out of any act or omission of the indemnifying party, its respective affiliates, officers, agents, employees, and permitted successors and assigns that occur in connection with this Agreement. This indemnification will survive the termination of this Agreement.

MODIFICATION OF AGREEMENT

30. Any amendment or modification of this Agreement or additional obligation assumed by either Party in connection with this Agreement will only be binding if evidenced in writing signed by each Party or an authorized representative of each Party.

TIME OF THE ESSENCE

- 31.** Time is of the essence in this Agreement. No extension or variation of this Agreement will operate as a waiver of this provision.

ASSIGNMENT

- 32.** The Consultant will not voluntarily, or by operation of law, assign or otherwise transfer its obligations under this Agreement without the prior written consent of the Client.

ENTIRE AGREEMENT

- 33.** It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

ENUREMENT

- 34.** This Agreement will enure to the benefit of and be binding on the Parties and their respective heirs, executors, administrators and permitted successors and assigns.

TITLES/HEADINGS

- 35.** Headings are inserted for the convenience of the Parties only and are not to be considered when interpreting this Agreement.

GENDER

- 36.** Words in the singular mean and include the plural and vice versa. Words in the masculine mean and include the feminine and vice versa.

GOVERNING LAW

- 37.** This Agreement will be governed by and construed in accordance with the laws of the State of California.

SEVERABILITY

- 38.** In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

WAIVER

- 39.** The waiver by either Party of a breach, default, delay or omission of any of the provisions of this Agreement by the other Party will not be construed as a waiver of any subsequent breach of the same or other provisions.
-

IN WITNESS WHEREOF the Parties have duly affixed their signatures under hand and seal on this _____ day of _____, _____.

American Indian Model School

Name:

Position:

Date:

Signature:

Clive Isip (dba Intelligent Connectivity)

Name:

Position:

Date:

Signature:

Coversheet

SB-740 Charter School Facility Grant Program

Section: V. Consent Calendar
Item: E. SB-740 Charter School Facility Grant Program
Purpose: Vote
Submitted by:
Related Material: SB 740 - Charter School Facility Grant and Cover Letter.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): 04/19/2024

Item Details

Title of Item: SB 740 - Charter School Facility Grant Program Presentation
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:
N/A
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): 06/05/2024

Financial Information (if applicable):

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

Charter School Facility Grant Program (Senate Bill 740 Program)

SB-740

The Charter School Facility Grant (SB740) Program provides annual grants to offset annual on-going facility costs for charter schools that service a high-percentage of students eligible for free or reduced-price meals (FRPM) or located in a public elementary school boundary serving a similar demographic.

Funding Formula – Lesser of the following:

- \$1,432 x Average Daily Attendance (ADA);
- 75% of reimbursable costs associated with rent/lease costs

The Online Application will be available on CSFA's website on Monday, April 15, 2024 at 11:00 am

Application deadline **Wednesday, June 5, 2024 at 5:00 pm** – Late Applications may not be funded or accepted. • Only Online Applications will be accepted.

Eligibility

Eligible Costs

- Facility costs associated with sites not owned by either a School District or County Office of Education (not located in a district/Prop 39 facility)
- Costs associated with rent, lease, and/or remodeling, deferred maintenance, initially installing service systems, site improvements, etc.
- Classroom-based instruction

Good Standing – Form sent to and completed by Authorizers

- Compliance with charter agreement;
- No pending corrective actions or notice of intent to revoke;
- If good standing is restored by the end of the fiscal year, Applicant will be eligible;
- No response from Authorizers will be presumed as acknowledgment of Good Standing

Legal Status Questionnaire

- Applicant must disclose any past or current legal, civil, criminal or regulatory investigations

Conflict of Interest Vetting

- Applicants must comply with all federal and state laws associated with conflicts of interests including but not limited to Government Code 1090 and Public Records Act of 1974, etc.

Steps required to be eligible

- Establishment of a Limited Liability Corporation (LLC) is required.
- The LLC must acquire ownership of the 12th Street Property.
- Facilitate the transfer of ownership and draft a lease agreement for subsequent leasing back to the schools.
- Complete registration with the State Treasurer for the application process.
- Conduct an appraisal of the property.

Coversheet

PowerSchool SIS

Section: V. Consent Calendar
Item: F. PowerSchool SIS
Purpose: Vote
Submitted by:
Related Material: PowerSchool SIS Cover Letter and Document.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): 04/19/2024

Item Details

Title of Item: Powerschool SIS Contract 2024-2025
 Is this item a: New Submission
 Renewal
 If Renewal: Please summarize any changes from the previous submission:
Increase of \$1505.8 from 2023-2024 to 2024-2025

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/

Financial Information (if applicable):

Total Cost: \$ 20,360.70
 Is this expenditure included in the annual budget?
 Yes No
 Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____



Remit Email: aashna.narain@powerschool.com
 Quote Date: 2-APR-2024
 Quote #: Q-853386-1

Sales Quote - This is Not An Invoice

Prepared By: Aashna Narain
 Customer Name: American Indian Model Schools
 Contract Term: 12 Months
 Start Date: 1-JUL-2024
 End Date: 30-JUN-2025
 Billing Frequency: Annually

Customer Contact: Marisol Magana
 Title: Operations Director
 Address: 171 12th St #200
 City: Oakland
 State/Province: California
 Zip Code: 94607
 Phone #: 510-220-5044

Product Description	Quantity	Unit	Unit Price	Extended Price
Initial Term 1-JUL-2024 - 30-JUN-2025				
License and Subscription Fees				
PowerSchool SIS Hosting SSL Certificate		1.00	Each	USD 573.10
PowerSchool SIS Hosted Subscription		1,295.00	Students	USD 19,787.60
License and Subscription Totals:				USD 20,360.70

Quote Total	
Initial Term	1-JUL-2024 - 30-JUN-2025
Amount To Be Invoiced	USD 20,360.70

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then current rates and enrollment per existing terms of the executed agreement between the parties. Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All invoices shall be paid before or on the due date set forth on invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions reflected in this quote and the applicable agreement. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months.

This renewal quote will continue to be subject to and incorporate the terms and conditions of the main services agreement executed between PowerSchool and Customer that is in effect at the time of this quote, or if no such agreement is in effect, then the terms and conditions found at https://www.powerschool.com/MSA_Mar2024/, as may be amended.

By either (i) executing this quote or (ii) accessing the services described herein, Customer agrees that the subscription for such services will continue for succeeding subscription periods on the same terms and conditions as set forth herein (subject to a standard annual price uplift) unless Customer provides PowerSchool with a written notice of its intent not to renew at least sixty (60) days prior to the end of the current subscription period.

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

POWERSCHOOL GROUP LLC

American Indian Model Schools

Signature:

Signature:



Printed Name: Eric Shander

Printed Name:

Marisol Magana

Title: Chief Financial Officer

Job Title:

Health & School Support Services Director

Date: 17-OCT-2023

Date:

PO Number: _____

Coversheet

2024-2025 School Calendar

Section: V. Consent Calendar
Item: G. 2024-2025 School Calendar
Purpose: Vote
Submitted by:
Related Material: 2024-2025 School Calendar.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): 04/19/2024

Item Details

Title of Item: AIMS K-12 Calendar 2024-2025 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:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 5

Financial Information (if applicable):

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



AIMS K-12 College Prep Charter District 2024-2025 School Calendar

July 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- Schools Closed
- First/Last Day of School
- AP/CAASPP Testing
- Schools & Office Closed
- Report Card Week
- Summer School
- All Staff PD
- Progress Report Week
- Teacher/Parent Conference
- 100th Day of School
- 187 Number of Instructional Days in the School Year
- *## Number of Instructional Days in the Month

JUL 04	Independence Day (School & Office Closed)	JAN 31	100th Day of School
AUG 01-13	AIMS Staff Orientation (School Closed)	FEB 17	Presidents' Day (School & Office Closed)
AUG 14	First Day of School for Students	MAR 27	End of Quarter 3 Marking Period
SEP 02	Labor Day (School & Office Closed)	MAR 28	Staff Development (School Closed)
OCT 07	Teacher/Parent Conference (No School For Students)	MAR 31-APR 04	Spring Break (School Closed)
OCT 18	End of Quarter 1 Marking Period	APR 08	Staff Development (School Closed)
NOV 01	Staff Development (School Closed)	APR 11	Teacher/Parent Conference (No School For Students)
NOV 11	Veterans Day (School & Office Closed)	MAY 01-JUN 13	AP/CAASPP Testing
NOV 25-29	Thanksgiving Break (School Closed)	MAY 26	Memorial Day (School & Office Closed)
DEC 02	Staff Development (School Closed)	JUN 13	End of Quarter 4/ Semester 2 Marking Period
DEC 23-JAN 03	Winter Break (School Closed)	JUN 17	Last Day of School for Students
JAN 06	Staff Development (School Closed)	JUN 17	AIMS Graduation Day
JAN 17	End of Quarter 2/ Semester 1 Marking Period	JUN 18	Staff Development (School Closed)
JAN 20	MLK Jr. Day (School & Office Closed)	JUN 19	Juneteenth (School & Office Closed)

Check Update: calendar.aimsk12.org

Coversheet

Cal-Shape

Section: V. Consent Calendar
Item: H. Cal-Shape
Purpose: Vote
Submitted by:
Related Material: Cal-Shape.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): 04/19/2024

Item Details

Title of Item: Cal-Shape Phase 2 - Upgrades and Replacements Program
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): 5/31/2024

Financial Information (if applicable):

Total Cost: \$ 2,600,000
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____

Cal-Shape Phase 2 Upgrades and Replacements Program

Cal-Shape - Background

In 2021 AIMS board approved the submission of AB-841 Cal-Shape Phase 1 application for AIMS MS/AIPCS II, allowing us to conduct a comprehensive study of our ventilation system.

With the findings in hand, AIMS can advance to Cal-Shape Phase 2.

Bay City Mechanical conducted the study and their recommendations entail an upgrade costing \$2.6 million.

Cal-Shape - Phase 2

Under Cal-Shape AIMS MS and AIPCS II—is eligible for up to \$2 million per school in expenses for ventilation upgrades and replacements.

As this project operates on a reimbursement basis, we must cover at least 50% of the equipment cost upfront.

The deadline to apply for the Phase 2 Upgrades and Replacements grant is **May 31, 2024.**

Request - To get approval from Board to submit the application for Cal-Shape Phase 2 with energy commission.

Possible Timeline

May 31, 2024 - Apply for Phase 2 Upgrades and Replacements grant

Fall 2024 - Application is approved

Fall 2024 - Make equipment purchases

Summer/Fall 2025 - Upgrades and Replacements begin

Coversheet

Enroll Oaks MOU

Section:	V. Consent Calendar
Item:	I. Enroll Oaks MOU
Purpose:	Vote
Submitted by:	
Related Material:	Enroll Oaks MOU.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): 04/19/2024

Item Details

Title of Item: Oakland Enrolls MOU
 Is this item a: New Submission
 Renewal
 If Renewal: Please summarize any changes from the previous submission:
Increase of \$530 per school for a total of \$1590 increase from previous agreement

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:

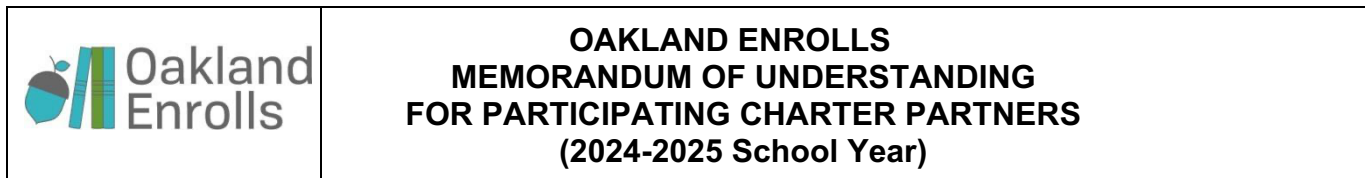
 If no: Explain why:

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: \$ 36,000
 Is this expenditure included in the annual budget?
 Yes No
 Please specify in which plan this expense is indicated:
 SPSA LCAP Other: _____



This **Memorandum of Understanding** (“**MOU**”) is entered into by American Indian Model Schools (“**Charter Partner**”) and Oakland Enrolls, a California Nonprofit Public Benefit Corporation, effective August 1, 2024 (“**Effective Date**”) Charter Partner and Oakland Enrolls are sometimes referred to in this MOU individually as “**Party**” and together as “**Parties.**”

BACKGROUND

Oakland Enrolls is responsible for the Oakland Enrolls common charter application. Prior to the Oakland Enrolls common charter application, a fragmented system of school enrollment existed in Oakland, making it difficult for families to navigate the public-school enrollment process. The Oakland Enrolls common charter application aims to address this problem, in collaboration with schools and other stakeholders, by providing a simplified enrollment process, where families can use a single platform to fill out one application for charter schools, applying to multiple schools at once. Charter Partner wishes to participate in this Oakland Enrolls common charter application, in order to enhance school choice, make the process for families easier, and share data to gain more insight into application and enrollment trends in Oakland. Therefore, in exchange for good and valuable consideration, the Parties agree as follows:

RIGHTS AND RESPONSIBILITIES

1. Description of Oakland Enrolls common charter application.

a. **Timeline** – Charter Partners participating in the city-wide charter enrollment system will follow the following timeline for the 2024 - 2025 School Year (“**SY**”), in service of preparing for the 2025 - 2026 enrollment year. The timeline is subject to change at the discretion of Oakland Enrolls, and Charter Partner will be required to follow any changes implemented by Oakland Enrolls:

- September 27, 2024 – Review and finalize lottery preferences for SY 2025-2026
- November 11, 2024 – On-Time application launch for SY 2025-2026
- December 6, 2024 - Charter Partner will share their Fall 1 Submission CALPADS 8.1 Student Profile List as of October 2024
- January 2025 – Lottery verification
- February 14, 2025 – On-Time applications due
- February 18, 2025 – Late applications launch
- March 3-5, 2025 – Schools run lotteries, offers remain in Pre-Offer status
- March 6, 2025 – All offers made public by Oakland Enrolls
- March 20, 2025 – On-Time lottery confirmation deadline
- March 21, 2025 – Bulk rescind of On-Time lottery offers by Oakland Enrolls

- May 22, 2026 – Application closes for all schools (best guess date)

b. Key System Functionalities of Charter Enrollment Program

- i. *Multiple Languages*: the common application is available in five languages (English, Spanish, Chinese, Arabic, Vietnamese) .
- ii. *School Offer and Acceptances*: A family is only allowed to accept one offer per student in the common charter application system.
- iii. *On-Time Lottery Offer Launch*: All Charter Partners will publicize On-Time lottery offers to families on the same date via Oakland Enrolls.
- iv. *On-Time Lottery Offer Rescind*: Oakland Enrolls will automatically rescind any outstanding On Time lottery offers on the same date, March 21, 2025. Oakland Enrolls' standard messaging gives families 10 business days to accept an offer, but schools may choose to use their own messaging and timeline.

c. Data Sharing Features – The Oakland Enrolls common charter application involves and requires data sharing related to applications, enrollments, transfers, waitlists, and accepted offers, as follows:

- i. By the start of December 2024, Charter Partner will share their Fall 1 Submission CALPADS 8.1 Student Profile List as of October 2024;
- ii. Oakland Enrolls will use the CALPADS data to assess the full enrollment pipeline, subgroups enrollment information, and pipeline attrition. Oakland Enrolls agrees to handle this data in accordance with the terms set out in **Appendix C**.
- iii. Oakland Enrolls will share the CALPADS data with third parties for research purposes.
- iv. Shared data will also be used for joint marketing, communications, and outreach activities by the Parties and Oakland Enrolls' individual marketing and outreach activities, and community partnerships, in accordance with applicable law.
- v. Select data may be shared with research or community partners to enhance the family experience.
- vi. Charter Partner represents and warrants that in assigning the applicable Student Profile Data to and sharing information with Oakland Enrolls including, but not limited to (Confidential Information as defined in **Appendix C**) that Charter Partner is in compliance with the provisions of FERPA, and any amendments thereto. Oakland Enrolls represents and warrants that it is also in compliance with any applicable provisions of FERPA, if any, and any amendments thereto. Furthermore, Charter Partner represents and warrants that it has the requisite consents and is allowed under FERPA, and other applicable laws, to assign Student Profile Data with Oakland Enrolls that Oakland Enrolls would then share with third parties for research purposes. Nothing in this Agreement may be construed to allow either Party to maintain, use, disclose or share information in a manner not allowed by state or federal law or regulation.

2. Charter Partner's Commitments.

- a. Charter Partner will complete the following Appendixes prior to signing and returning the MOU:
 - i. **Appendix A** – Confirmation of Commitments and Services
 - ii. **Appendix B** – Key Organization Contacts
- b. Oakland Enrolls implements the charter enrollment program, in part, through an online school enrollment platform. To participate in the charter enrollment program, Charter Partner must create a portal and give Oakland Enrolls access to Charter Partner's portal. Charter Partner agrees and understands that in order to maintain the health and efficiency of the common application, Oakland Enrolls will have certain access to data and the permission to alter data on Charter Partner's portal.
- c. Charter Partner will be responsible for ensuring that the applications are accurate and updated in accordance with parent and/or legal guardian wishes.
- d. Charter Partner will only accept applications to its school(s) through the Oakland Enrolls common charter application. All applicants to Charter Partner's school(s) must submit an Oakland Enrolls common charter application during the On-Time (Open Enrollment) and/or Late (Post Enrollment) Application periods during the common application timeline. Charter Partner will not create or distribute a school-specific application for any grades it serves and will only accept applications per the Oakland Enrolls common application timeline.
- e. Charter Partner will provide information to Oakland Enrolls for school choice collateral in a timely fashion and is responsible for updating its editable online school finder profile and attributes as necessary.
- f. Charter Partner will use Oakland Enrolls' tools and protocols for lotteries, waitlist management, collecting verification documentation, and communicating offers to families. If the tools provided by Oakland Enrolls cannot accommodate specific lottery configurations, Oakland Enrolls will collaborate with the software vendor and Charter Partner to develop a solution.
- g. Charter Partner will not require verification documentation before running any lottery unless approved by Oakland Enrolls.
- h. Charter Partner will publicly post on each of its schools' websites links to Oakland Enrolls website and display the common application verbiage and lottery date(s) on or before launch as specified in 1.a.

- i. Charter Partner will have the appropriate people in its organization review Oakland Enrolls’ training materials, best practices, and checklists. Charter Partner will ensure staff attend training session(s) as required.

j. *Participation Requirements and Estimated Fees*

- i. *Required - Enrollment System and Oakland Enrolls Support:* Charter Partner will purchase the following application modules and support through Oakland Enrolls for a period of August 1, 2024 through July 31, 2025 totaling \$12,000 per school. Please see **Appendix E** for a more detailed description of Oakland Enrolls support.
 - 1. *Application Modules:* Common Application, Communication, Lottery, Waitlist
 - 2. *Oakland Enrolls Support:* Operations Support, Access to Family Support, Advocacy, Political, & Communications Support, Marketing & Recruitment Support, Data & Analysis, Network Benefits, Oakland Enrolls Council Membership.
- ii. *Optional - Oakland Enrolls additional services:* Charter Partner may opt to purchase the following optional Oakland Enrolls services. Please see **Appendix F** for a more detailed description of optional services.

Operations Support: Standard Package	\$5,000 per school
Operations Support: Intensive Package	\$13,000 per school
Enrollment Support: Early Applicant Package	\$4,000 per school
Enrollment Support: Parent as Messengers Package	\$7,000 per school
Enrollment Support: Applicant Conversion Package	\$9,000 per school
Enrollment Support: All Inclusive Package	\$15,000 per school
Marketing Support Package	\$2,000 per school
School Program Support Package	\$4,000 per school
Political and Advocacy Support Package	\$5,000 per school
Graphic Design Support: Light Support Package	\$3,000 per school
Graphic Design Support: Medium Support Package	\$5,000 per school
Graphic Design Support: Intensive Support Package	\$7,500 per school

- iii. *Optional - Enrollment System components:* Charter Partner may opt to purchase additional modules from the software vendor, including registration and re-enrollment modules, if applicable. Oakland Enrolls recommends the module license(s) start/end dates align with the Common Application license.

k. *Summary of Roles and Responsibilities*

- i. Oakland Enrolls has summarized roles and responsibilities for Charter Partner, Oakland Enrolls, and the software vendor to help provide clarity around who is responsible for what. This is not meant to be comprehensive, rather a summary to provide guidance. See **Appendix D**.

- l. *Indemnification*** – Charter Partner agrees that it will defend, indemnify and hold harmless Oakland Enrolls and its officers, directors, employees, and agents (collectively, the “indemnified parties”) against and from any and all claims, actions, demands, losses, causes of action, damages, expenses or liabilities, including attorneys’ fees, to which any Indemnified Party may become subject or which it may suffer as a result of or arising out of any negligent, willful or reckless acts or omissions, breach of this MOU, dishonesty or fraud of or by Charter Partner, its agents, employees or representatives.

- m. *LIMITATION OF LIABILITY.*** CHARTER PARTNER AGREES AND UNDERSTANDS THAT OAKLAND ENROLLS SHALL NOT BE LIABLE UNDER ANY CIRCUMSTANCES, WHETHER IN CONTRACT, TORT, EQUITY OR OTHERWISE, FOR ANY INDIRECT, INCIDENTAL, CONSEQUENTIAL, SPECIAL, PUNITIVE OR EXEMPLARY DAMAGES (EVEN IF SUCH DAMAGES ARE FORESEEABLE, AND WHETHER OR NOT OAKLAND ENROLLS HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES), INCLUDING DAMAGES FOR LOSS OF PROFITS, ANY OVERHEAD EXPENSES, OR COMMITMENTS TO THIRD PARTIES. OAKLAND ENROLLS’ MAXIMUM AGGREGATE LIABILITY ARISING FROM OR RELATING TO THIS MOU SHALL BE LIMITED TO THE AMOUNTS PAID BY CHARTER PARTNER TO OAKLAND ENROLLS UNDER THIS MOU.

3. Oakland Enrolls’ Commitments. In addition to the services described elsewhere in this MOU, Oakland Enrolls commits to the following:

- a. Charter Partner’s participation in the uniform charter enrollment program will be fully supported by Oakland Enrolls, with training and development of school staff, standard operating procedures, templates and best practices, direct support provided to families, sector-level data analysis, and information sharing including real-time visibility of applications to Charter Partner’s school(s).
- b. Oakland Enrolls will continue to explore new policies to enhance the universal enrollment process. In assessing new policies, Oakland Enrolls retains ultimate decision-making authority to decide what policies to implement and how, but it commits to bringing potential policies to the Council for review.

4. **Mutual Commitments, Terms and Conditions.**

- a. **Term** – The term of this MOU is from August 1, 2024 to July 31, 2025 (“**Term**”), at which point Oakland Enrolls shall have no obligation or duties to Charter Partner to provide services under this MOU. Charter Partner’s obligation to pay any fees due under this MOU shall survive the Term of this MOU. The provisions of section 3(k) and 3(l), all of the provisions of section 4, and any other provision reasonably intended to survive the Term of this MOU will survive the termination or expiration of this MOU.
- b. **Governing Law** – This MOU is governed by California law, without regard to any conflict of laws rules. Each Party consents to exclusive jurisdiction and venue of state or federal courts located in Oakland, California.
- c. **Assignment** – Charter Partner may not assign its rights or obligations under this MOU without the express prior written consent of Oakland Enrolls.
- d. **Integration, Modification, Waiver** – This MOU, and its appendixes, constitute the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements whether oral or written relating to Oakland Enrolls and the Oakland Enrolls common charter application. This MOU may be amended or modified only in writing, signed by all Parties. No delay or omission by Oakland Enrolls in exercising any right under this MOU will operate as a waiver of that or any other right provided for in this MOU.
- e. **Counterparts, Electronic Signatures and Delivery** – This MOU may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The Parties agree that electronic signatures of the Parties shall have the same force and effect as original signatures. Delivery of a copy of this MOU by facsimile, electronic mail as an attached file (e.g., pdf), or by any other electronic means (e.g., DocuSign) shall be acceptable to bind the Parties and shall not in any way affect this MOU’s validity.

WITH INTENT TO BE BOUND, Charter Partner and Oakland Enrolls, by signature of their authorized representatives, have executed this MOU as of the Effective Date.

Accepted and agreed to by: American Indian Accepted and agreed to by: Oakland Enrolls
Model Schools

Signature: _____

Signature: *Lisa Gibes de Gac*

Name: _____

Name: Lisa Gibes de Gac

Title: _____

Title: Executive Director

APPENDIX A:

Confirmation of Commitments and Services for

August 1, 2024 through July 31, 2025

Charter Partner will purchase:	Brief Description	Cost Per School
Required Services		
✓ Yes	Common charter application with modules: application, communication, lottery, and waitlist. Fee includes licensing, enhancements, administration, and translation costs. Oakland Enrolls Support Services: Operations Support, Access to Family Support, Advocacy, Political, & Communications Support, Marketing & Recruitment Support, Data & Analysis, Network Benefits, Oakland Enrolls Council Membership.	\$12,000 per school
Optional Services offered by Oakland Enrolls (see Appendix F for description of services). Please choose a service below by checking the box on the left. <i>Note: the items below are Oakland Enrolls services, not software modules.</i>		
<input type="checkbox"/>	Operations Support: Standard Package	\$5,000 per school
<input type="checkbox"/>	Operations Support: Intensive Package	\$13,000 per school
<input type="checkbox"/>	Enrollment Support: Early Applicant Package	\$4,000 per school
<input type="checkbox"/>	Enrollment Support: Parent as Messengers Package	\$7,000 per school
<input type="checkbox"/>	Enrollment Support: Applicant Conversion Package	\$9,000 per school
<input type="checkbox"/>	Enrollment Support: All Inclusive Package	\$15,000 per school
<input type="checkbox"/>	Marketing Support Package	\$2,000 per school

<input type="checkbox"/>	School Program Support Package	\$4,000 per school
<input type="checkbox"/>	Political and Advocacy Support Package	\$5,000 per school
<input type="checkbox"/>	Graphic Design Support: Light Support Package	\$3,000 per school
<input type="checkbox"/>	Graphic Design Support: Medium Support Package	\$5,000 per school
<input type="checkbox"/>	Graphic Design Support: Intensive Support Package	\$7,500 per school

Total Cost

AIMS College Prep Elementary formerly known as American Indian Public Charter School II (AIPCS II), AIMS College Prep Middle School formerly known as American Indian Public Charter School (AIPCS), and American Indian Public High School	# Schools	<u>3</u>	TOTAL COST	\$36,000
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Accepted and agreed to by: American Indian Model Schools

Signature: _____

Name: _____

Title: _____

APPENDIX B:

Key Systems & Organization Contacts

In the spaces provided below please review, update, and/or identify the key systems and contacts in your organization for each of the following roles. If a staff member serves multiple roles, please enter their name and contact information for each role.

What School Information System (SIS) does your school use?:

What School Student Registration System (SchoolMint, Aeries, etc) does your school use?:

PowerSchool

Representative for Oakland Enrolls Council: Each Charter Partner should have at least one member on the Oakland Enrolls Council. Ideally, council members have **decision-making authority** at their school and are well-informed about enrollment processes and challenges at their organization. Oakland Enrolls expects a council member to attend quarterly meetings to participate in key decision making.

School(s) Name Title Email Phone

AIMS All 3 Marisol Magana Director marisol.magana@aimsk12.org O: 510 893-8701 x.13 C: 510 220-9985

Lottery Configuration Signatory: A person with **the authority to** review and approve final lottery preferences, weightings, and quotas prior to the On-Time launch. For a multi-school organization, please list a lottery configuration signatory for each school.

School(s) Name Title Email Phone

AIMS All 3 Marisol Magana Director marisol.magana@aimsk12.org O: 510 893-8701 x.13 C: 510 220-9985

Special Education information: Each Charter Partner should identify an individual, ideally an individual at each school, who Oakland Enrolls can contact when families have questions about Special Education services.

School(s) Name Title Email Phone

AIMS All 3 Deborah Woods Special Education Director deborah.woods@aimsk12.org

Website Updates: Each Charter Partner should identify an individual at each school who Oakland Enrolls can contact when website updates are required. This may be a centralized role for a CMO or each school may have individual contacts.

School(s)	Name	Title	Email	Phone
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AIMS All 3	Marisol Magana	Director	marisol.magana@aimsk12.org	C: 510 220-9985
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Operations contact(s): Charter Partner may have as many operations contacts as needed, with at least 1 per school. Operations contacts are staff at your organization who deal with applications and enrollment on a regular basis and need to be “in-the-know”. Please clearly identify the lead operations contact for each individual school in your organization (if applicable).

School(s)	Name	Title	Email	Phone
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AIMS All 3	Kevin Ma	Admin	kevin.ma@aimsk12.org	510-893-8701
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AIMS All 3	Melanie Brewster	Clerk	melanie.brewster@aimsk12.org	
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AIMS All 3	Mayra Contreras	Registrar	mayra.contreras@aimsk12.org	510-893-8701
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AIMS All 3	Vinson Ma	Clerk	vinson.ma@aimsk12.org	510-893-8701
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Outreach contact(s): Oakland Enrolls wants to ensure we have a clear point of contact at each participating school for outreach activities so we can stay in the loop on school level outreach and ensure staff are aware of Oakland common charter application activities. This may be the same person as previously listed or another person (and may vary school-to-school). Our goal is to get a better understanding of how much outreach Oakland Enrolls and school partners do throughout the community.

School(s)	Name	Title	Email	Phone
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AIMS All 3 Suzen Chu Director Suzen.chu@aims12.org 510-893-8701

Family Facing contact(s): Charter Partner may have as many Family Facing contacts as needed, with at least 1 per school. Family Facing contacts are staff at your organization whom Oakland Enrolls can direct families to with questions about applications, enrollment, and or registration . Please clearly identify the lead Family Facing contact for each individual school in your organization (if applicable).

School(s)	Name	Title	Email	Phone
AIMS All 3	Mayra Contreras	Registrar	mayra.contreras@aimsk12.org	510-893-8701

APPENDIX C:

Policy Regarding Data Shared under the MOU

One of the purposes of the MOU is the sharing of information by Charter Partners with Oakland Enrolls to enable Oakland Enrolls to analyze enrollment data, in a manner that is consistent with the Family Education Records Privacy Act of 1974 (“FERPA”), in order to develop reports regarding application, offer, and acceptance patterns. Oakland Enrolls agrees to abide by the following policies with respect to certain data shared with it under the MOU.

1. In the performance of its services under the MOU, Oakland Enrolls may have access to or receive “Confidential Information,” which shall include: (i) student data comprised of (a) directory information, or (b) aggregate and individual level student information, including information that identifies or could reasonably be used to identify a particular student; and (ii) school level data comprised of information or data not generally known to the public which identifies or could reasonably be used to identify a particular school. Confidential Information does not include any information that (x) is or becomes generally known or available by publication, commercial use or otherwise through no fault of each Party; (y) lawfully obtained by each Party from a third party who has the right to make such disclosure; or (z) is released for publication by another Party in writing.

2. Oakland Enrolls will exercise at least the same degree of care with respect to Confidential Information that it uses with its own data and confidential information, but in no event less than reasonable care, to protect the Confidential Information from unauthorized use or disclosure. For example, Oakland Enrolls agrees to limit internal distribution of Confidential Information only to its employees and agents who have a need to know, and to take reasonable steps to ensure that the dissemination is so limited.
3. When transmitting Confidential Information, Oakland Enrolls will take reasonable steps to ensure that the following things are done:
 - a. Confidential Information is encrypted prior to transmitting it electronically.
 - b. Descriptions of the Confidential Information are not included with passwords.
 - c. Physical copies of Confidential Information are secure under lock and key, or that other sufficient physical access control measures are in place to prevent unauthorized access.
 - d. Confidential Information stored on portable or removable electronic media, such as electronic CDs, DVDs, or flash drives, is encrypted and that such media is stored under lock and key or in another controlled manner to prevent unauthorized access.
 - e. That workstations and laptops are password protected and that enabling screen locks are activated.
4. Within five business days of becoming aware of an unauthorized use or disclosure of Confidential Information, Oakland Enrolls shall promptly provide an impacted Charter Partner with notice of the unauthorized use or disclosure. In the event of an unauthorized use or disclosure, Oakland Enrolls shall cooperate with a remediation that Charter Partner reasonably determines is necessary to fulfill any reporting obligations required by law and to mitigate any effects of such unauthorized use or disclosure of the Confidential Information, including measures necessary to restore good will with teachers, students, or other stakeholders.

APPENDIX D:

Purpose: Provide guidance on primary and secondary responsibilities around key Oakland Enrolls common charter application activities throughout the school year.

	OAKLAND ENROLLS	PARTICIPATING SCHOOLS	SOFTWARE VENDOR
GATHER INFO FOR APPLICATION, LOTTERIES	primary	secondary	
CONFIRM LOTTERY PREFERENCES	secondary	primary	
BUILD APPLICATION	secondary		primary
MANAGE APPLICATION, PROVIDE TRANSLATIONS, PROVIDE MESSAGING	primary	secondary	
DATA CLEAN UP: DUPLICATES (NO DATA SHARED WITH ANY PARTY ASIDE FROM SCHOOL OR APPLYING FAMILY)**	only (On-Time)	only (Late)	
SUPPORT LOTTERY SETUP	secondary		primary
CONFIRM/APPROVE LOTTERY SETUP		only	
RUN LOTTERY		only	
BUILD REGISTRATION PACKETS		primary	secondary
SETUP ONLINE REGISTRATION		primary	secondary
MANAGE ONLINE REGISTRATION		primary	secondary
ONGOING OPERATIONS SUPPORT	primary (depending on level)		primary (depending on level)
PRODUCT USER TRAINING	primary		secondary
SCHOOLFINDER UPDATES	secondary*	primary	

OUTREACH: SCHOOL-SPECIFIC		only	
OUTREACH: GENERAL PROCESS	primary	secondary	

Primary – main party responsible for ensuring completion of the task

Secondary – support the main party with technical support, guidance, implementation support, and/or feedback

Only – sole party responsible for the task

* Oakland Enrolls makes bulk updates to the school finder around key dates and data, schools are responsible for school profile maintenance

** Oakland Enrolls only does Data Cleanup during the On-Time enrollment period

APPENDIX E: OAKLAND ENROLLS SUPPORT SERVICES

Purpose: Describe the required school services offered by Oakland Enrolls in more detail.

Oakland Enrolls Support Service Package (Required)
<i>\$12,000 per school</i>
<p>Software Vendor Fees & Administration</p> <ul style="list-style-type: none"> - Common application - Lottery and waitlist - Family communications within application portal - Oakland Enrolls School Finder - Oakland Enrolls Administration
<p>Operations</p> <ul style="list-style-type: none"> - Operations Scorecard - Access to resource folder - Operations Newsletter - Operations Calendar - Operations Trainings - Creating portal logins for school admins - Standard automatic messaging - Support with troubleshooting, lottery setup, and registration (from software vendor support team only)
<p>*Advocacy, Political, & Communications Support</p> <ul style="list-style-type: none"> - Develop and distribute power data reports (parent survey, Great Schools analysis, demand) to advocacy partners - Send 2 annual newsletters to all Oakland Enrolls contacts to promote the sector with power data - C3 voter awareness emails to all Oakland Enrolls contacts
<p>Family Support</p> <ul style="list-style-type: none"> - Full-time year-round access to multilingual application support for families by phone, text, and email - Newcomer student concierge enrollment service

Marketing & Recruitment

- *Oakland Enrolls Charter School Choice Fair participation
- Website language for On-Time & Late application period
- Oakland Enrolls events calendar access
- Year-Round Community Outreach & Marketing

Data & Analysis

- Ad hoc data pulls for aggregate student information
- OE will correct On Time duplicate applications by calling all families with duplicate apps, confirming information, canceling duplicate apps and making changes

Network Benefits

- Participate in a network that includes over 97% of Oakland's charter schools
- Reap the benefits of a system maintained by an organization solely focused on enrollment, with institutional knowledge, and a focus on continuous improvement
- Contributing to a system striving for equity in enrollment practices
- Community of support and solidarity in face of shifting political winds
- Administrative time and cost saved with enrollment, marketing, and software vendor management

Oakland Enrolls Council Membership

- Voting
- Quarterly update meetings
- Network-wide enrollment updates
- Updates from Oakland Enrolls Executive Director & Team

APPENDIX F: OAKLAND ENROLLS OPTIONAL SERVICES

Purpose: Describe the optional services offered by Oakland Enrolls in more detail.

Oakland Enrolls Optional Services

Per-School Pricing Below

Operations Support

These support packages are designed to provide new school operations administrators or schools who have limited operations capacity with 1:1 training related to Oakland Enrolls, the Common Application, school lotteries, managing offers, and communications in the application platform.

- **Standard Package: \$5,000**
This package includes 1:1 operations training for new ops staff, application management support (support with login issues, reports/app index, navigating communications, editing student applications, managing student profiles), customized automatic messaging, and application system/vendor troubleshooting from Oakland Enrolls team.
- **Intensive Package: \$13,000**
This package includes all of the above, plus ongoing On-Time & Late Application Period support (weekly reports, messaging to families, phone outreach to families), and support in managing ongoing offers (reports, suggested messaging content, tracking success of messaging).

Enrollment Support

The Enrollment Support packages offers a variety of services designed to target your school's greatest enrollment challenges.

- **Early Applicant Package: \$4,000**
This package is for schools who receive a low number of applications. Oakland Enrolls will work with your school to create a SWOT analysis and basic marketing plan (may include the need for additional services).
- **Parent as Messengers Package: \$7,000**
This package is for schools who want to take the next step in bolstering their marketing and increasing the number of applications their school receives. It includes the Early Applicant Package services plus a word-of-mouth marketing plan and parent training workshops (train the trainer model).
- **Applicant Conversion Package: \$9,000**
This package supports schools who want support in converting families who have applied to accepting offers. Schools will receive applicant funnel management support (outreach training and management including scripts, schedule and lists, recommendations on conversion and keep warm events, communications).
- **All Inclusive Package: \$15,000**
This package is for schools that want enrollment support at all phases of their "funnel." It includes all of the above Enrollment Support package services that tackles all phases of the application funnel from increasing applicants to converting them to accepting offers.

Marketing Support Package: \$2,000

This support package helps schools who want coaching on how to create a strong Oakland Enrolls School Finder school profile. Schools will receive 5 hours of 1:1 coaching on content.

School Program Support Package: \$4,000

For schools who are looking to iterate on their program offerings, Oakland Enrolls is able to support in understanding the city landscape and demand. Oakland Enrolls would conduct a landscape analysis and assess demand data for current and potential programs.

Political and Advocacy Support Package: \$5,000

These packages will support schools who will be/are in the process of renewing their charter. Oakland Enrolls will provide school-specific data and analysis. This package includes Oakland Enrolls' Power of Choice data, demand data, and can highlight the subgroups well served by the school.

Graphic Design Support

Oakland Enrolls partners with a graphic design vendor and Charter Partner to aid in Charter Partner's marketing efforts. These packages will give your school a toolkit with tangible materials you can start using immediately.

- **Light Package: \$3,000**
This package includes a suite of school-specific collateral (10 items) including social media graphics.
- **Medium Package: \$5,000**
This includes all of the above plus 10 additional collateral items (20 total), strategy sessions with the graphic design partner, a brand style guide.
- **Intensive Package: \$7,500**
This includes all of the above plus 10 additional collateral items (30 total), email signatures and header/footers.

Coversheet

23-24 Contract Submission

Section: V. Consent Calendar
Item: J. 23-24 Contract Submission
Purpose: Vote
Submitted by:
Related Material: 2023-2024 Contract Submission for Board Approval (4).xlsx.pdf
23-24 Contract Submission Cover Letter.pdf

POSITION CODE	SITE LOCATION	RESOURCE	EMPLOYEE	FY23-24 POSITION TITLE	FTE FUNDED	FY23-24 SALARIES/WAGES	11/12 MONTH		
ADMIN0003	High School	General	Mary Lemon	Administrative Assistant	FULL 1.00	\$61,935.30	12 MONTH		
EXEC0003	AIMS K12 District (CMO)	General	Ahsjanae Hutchings	Executive Assistant to the Board	FULL 1.00	\$69,147.00	12 MONTH		
OBJECT	SITE LOCATION	RESOURCE	PROGRAM/DEPT	EMPLOYEE	POSITION TITLE	Type of Pay	PAY FOR EXTENDED WORK	Unstricted/Restricted	Start/End Date of Work
TBD		40 TBD	High School	Chaniel Clark	Head of Academics	Stipend	\$11,000		August 2023-June 2024
TBD		30 ELOP		305 Jamelle Jacques	ELOP Staff/Club Advisor	Stipend	\$50.00/hr	ELOP	March 16, 2024-June 30, 2049
TBD		30 ELOP		305 Tara Seo	ELOP Staff/Club Advisor	Stipend	\$50.00/hr	ELOP	March 16, 2024-June 30, 2050
TBD		20 ELOP		320 Jonas Szajowitz	ELOP Staff/Club Advisor	Stipend	\$75.00/hr	ELOP	March 16, 2024-June 30, 2029
TBD		30 ELOP		305 Jenny Hui	ELOP Staff/Club Advisor	Stipend	\$75.00/hr	ELOP	March 16, 2024-June 30, 2030
TBD		30 ELOP		305 Jose Vega	ELOP Staff/Club Advisor	Stipend	\$75.00/hr	ELOP	March 16, 2024-June 30, 2031
TBD		30 ELOP		305 Kay Earby	ELOP Staff/Club Advisor	Stipend	\$75.00/hr	ELOP	March 16, 2024-June 30, 2032
TBD		30 ELOP		305 Lionell Andrews	ELOP Staff/Club Advisor	Stipend	\$75.00/hr	ELOP	March 16, 2024-June 30, 2033
TBD		30 ELOP		305 Yuan Mai	ELOP Staff/Club Advisor	Stipend	\$75.00/hr	ELOP	March 16, 2024-June 30, 2034
TBD		30 ELOP		305 Melanie Brewster	ELOP Staff/Club Advisor	Stipend	\$75.00/hr	ELOP	March 16, 2024-June 30, 2035



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): 04/19/2024

Item Details

Title of Item: Employee Contracts & 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:

 If no: Explain why:
Item is being brought to finance and board for final approval.

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: _____

Coversheet

Temporary Contract Custodial Services

Section: V. Consent Calendar
Item: K. Temporary Contract Custodial Services
Purpose: Vote
Submitted by:
Related Material: Green Source Janitorial Cover Letter.pdf
Green Source Janitorial Intro.pdf
CleanGuru - Proposal Report.pdf



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

Submitter Information

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

Item Details

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

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

- Yes
- No

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

- Yes
- No

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

Financial Information (if applicable):

Total Cost: \$ _____

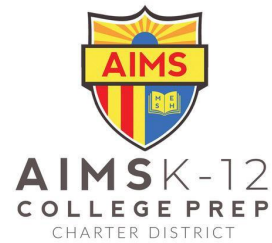
Is this expenditure included in the annual budget?

- Yes
- No

Please specify in which plan this expense is indicated:

SPSA LCAP Other: _____

Janitorial Service



Green Source Janitorial

When you choose Green Source as your preferred cleaning specialist, you will experience our guarantee of satisfaction and peace of mind to get the job done, every time.

Complete transparency and honesty are a given when dealing with us. There are no hidden fees or unpleasant surprises; only open and honest communication and trusted team of cleaning experts. Stay focused on the mission-critical tasks of your business and let us take care of maintaining a clean facility that reflects the integrity and professionalism of your organization.

What makes us different to other cleaning companies, is that we strive to maintain our promise of excellence. We care about the happiness and satisfaction of everyone involved more than simply getting the job done. Our flexibility to work to your needs is what our clients and customers value the most.

Regardless of how simple or complex your requirements are, we can provide you with an effective solution built exclusively around your needs. With a highly trained, fully licenced and dedicated team at our disposal, you can enjoy the brilliance of a cleaner and more revitalized environment.

(from the Green Source Website)

Professional Janitorial Service Proposal

Prepared for:

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

**171 12th Street
Oakland, California 94607**

Submitted By:

GREEN SOURCE JANITORIAL

2625 MIDDLEFIELD RD. #664

PALO ALTO, CA 94306

DANIEL PETROSIAN

DIRECTOR OF CUSTOMER CARE

(650) 488-8100

DANIEL@GREENSOURCEJANITORIAL.COM

www.greensourcejanitorial.com



April 20, 2024

GREEN SOURCE JANITORIAL
2625 MIDDLEFIELD RD. #664
PALO ALTO, CA 94306



April 20, 2024

Jason Perry
AIMS K-12 COLLEGE PREP CHARTER DISTRICT
171 12th Street
Oakland, California 94607

Dear Jason,

Subject: Janitorial Service Proposal - AIMS K-12 COLLEGE PREP CHARTER DISTRICT, 171 12th Street, Oakland, California 94607

Thank you for allowing GREEN SOURCE JANITORIAL to prepare a professional cleaning service proposal for your consideration. We know it takes considerable time and effort to show any potential contractor your facility, and to provide them with the necessary information. *So again, thanks!*

Here are a few important highlights:

Before we start... All of our cleaners are thoroughly trained on how to perform each cleaning task, as well as on important safety issues. Our goal is to clean each customer's facility professionally and safely.

During the start... We know a seamless, no-hassle start-up is important to every customer. So at GREEN SOURCE JANITORIAL, we combine up-front preparation and training with strong management and direction to ensure a smooth, successful startup.

After the start... A systematic approach to keep your building looking good! At GREEN SOURCE JANITORIAL, we offer strong management and quality control to plan for, and not lose track of, the many necessary cleaning details.

We look forward to the opportunity of becoming a trusted and valued partner in improving and maintaining the appearance of your building. Please call if you have any questions, or need additional information as you review our proposal.

Sincerely,

DANIEL PETROSIAN
DIRECTOR OF CUSTOMER CARE
GREEN SOURCE JANITORIAL

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Professional Janitorial Service Proposal

General

GREEN SOURCE JANITORIAL agrees to provide all labor, supervision, material, and equipment necessary to assure performance of specified cleaning service for the customer. This shall include all services described in the written specifications attached. GREEN SOURCE JANITORIAL agrees to furnish such cleaning service for a period of one year, the dates yet to be agreed upon.

Compensation

Nightly Cleaning: High School & 12th Street Campus

5 days per week Professional Cleaning Service Program: **\$15,190.00/mo.**

Day Porter 5xWeek: 5 Day Porters @ \$35 per hour * 8 hours/day

High School: 2 day porters x 8hrs x \$35/hr x 5xWk x 4.33 - **\$12,124/mo**

12th Street Campus: 3 day porters x 8hrs x \$35/hr x 5xWk x 4.33 - **\$18,186/mo**

Special Services

Carpet cleaning is available - Price quoted upon request.

Waxable hard surface floors can be stripped and refinished or scrubbed and re-waxed - Price quoted upon request.

Exterior windows can be cleaned - Price quoted upon request.

Service Schedule

Cleaning service operations described in this comprehensive program will be performed 5 days per week.

The cleaning crew will observe holidays observed by the customer. GREEN SOURCE JANITORIAL is prepared to adapt this work schedule to coincide with the needs and requests of the customer provided that such requests do not alter the cost of operations.

Invoicing

All invoicing will be itemized according to monthly work or for special tasks. Invoicing will be on the 1st of each month. The payment policy is net 10 days, and a late fee of 3% will be included bi-weekly.

Supervision

Adequate personnel and supervision will be furnished to ensure quality service.

Supplies

The customer will furnish all consumable products inclusive of but not limited to: toilet tissue, towels, trash liners and hand soap. If desired, GREEN SOURCE JANITORIAL can provide these products and invoice them separately.

GREEN SOURCE JANITORIAL will furnish all cleaning supplies inclusive of but not limited to: cleaning agents, disinfectants, etc.

Equipment

GREEN SOURCE JANITORIAL will furnish and maintain all necessary cleaning equipment inclusive of but not limited to: floor machines, buffers, carpet extractor, vacuums, maid carts, mop buckets, wringers, mops and brooms. The customer agrees to provide a secure space for storage of this equipment, as may be necessary.

GREEN SOURCE JANITORIAL will comply with current OSHA regulations and proven procedures pertaining to all work performed at the customer's location.

Insurance

GREEN SOURCE JANITORIAL will furnish all forms of insurance required by law and shall maintain the same in force.

- Comprehensive General Liability
- Property Damage
- Workers' Compensation

Employee Status

Personnel supplied by GREEN SOURCE JANITORIAL are deemed employees of GREEN SOURCE JANITORIAL and will not for any purpose be considered employees or agents of the customer.

Equal Opportunity Employer

GREEN SOURCE JANITORIAL is an equal opportunity employer. All necessary employment forms will be maintained by our office as required by law.

Our Philosophy

GREEN SOURCE JANITORIAL is committed to providing quality janitorial services that deliver the highest levels of customer satisfaction.

Term

The terms of this agreement shall be as mentioned under the 'Agreement' clause. The same may be extended after July 31st upon agreement by both parties. Month to month with 30 days' notice.

Cancellation

This agreement may be terminated or canceled at any time with a minimum of thirty (30) days written notice from either party.

Agreement

This Agreement ("this Agreement") is made and entered into as of _____, 20____, by and between GREEN SOURCE JANITORIAL, with its principal place of business located at 2625 MIDDLEFIELD RD. #664, PALO ALTO, CA 94306 and with its principal place of business located at 171 12th Street, Oakland, California 94607.

NOW, THEREFORE, in consideration of the mutual promises and benefits to be derived by the parties they mutually agree to the terms and conditions as outlined above in this agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement effective as of the date and year first written above and will end on July 31, 2024.

The service contract may be extended after July 31st upon agreement by both parties.

GREEN SOURCE JANITORIAL

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Signature: _____

Signature: _____

Name: _____

Name: _____

Date: _____

Date: _____

Title: _____

Title: _____

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Job Specifications

Entrances

<u>Task Description</u>	<u>Service Days</u>
Detail Dust - High And Low Areas	Monthly
Dust Mop Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	5 days/wk.
Clean Both Sides Of Door Glass And Wipe Frames	1 day/wk.
Spot Clean Entrance Glass	4 days/wk.
Vacuum Walk-Off Mats	5 days/wk.

School Hallways

<u>Task Description</u>	<u>Service Days</u>
Detail Dust - High And Low Areas	Monthly
Detail Vacuum All Carpet	1 day/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum - Corners And Edges	Monthly
Dust Mop Hard Surface Floors	5 days/wk.
Spot Mop Stains And Spills Using Appropriate Cleaner	4 days/wk.
Auto Scrub Hard Surface Floor - 36 in. Scrubber	1 day/wk.

Offices

<u>Task Description</u>	<u>Service Days</u>
Dust All Horizontal Surfaces Within Normal Reach	4 days/wk.
Detail Dust - High And Low Areas	Monthly
Damp Wipe Horizontal Surfaces-Use Appropriate Cleaner	1 day/wk.
Vacuum Or Brush Upholstered Furniture	Monthly
Empty And Remove Trash, Replace Liner If Needed	5 days/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum All Carpet	1 day/wk.
Detail Vacuum - Corners And Edges	Monthly

Meeting Rooms

<u>Task Description</u>	<u>Service Days</u>
Dust All Horizontal Surfaces Within Normal Reach	4 days/wk.
Detail Dust - High And Low Areas	Monthly

Damp Wipe Horizontal Surfaces-Use Appropriate Cleaner	1 day/wk.
Vacuum Or Brush Upholstered Furniture	Monthly
Arrange Furniture	5 days/wk.
Empty And Remove Trash, Replace Liner If Needed	5 days/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum All Carpet	1 day/wk.
Detail Vacuum - Corners And Edges	Monthly

Classrooms

<u>Task Description</u>	<u>Service Days</u>
Dust All Horizontal Surfaces Within Normal Reach	1 day/wk.
Detail Dust - High And Low Areas	Monthly
Damp Wipe Horizontal Surfaces-Use Appropriate Cleaner	1 day/wk.
Arrange Furniture	5 days/wk.
Empty And Remove School Trash, Replace Liner If Needed	5 days/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum All Carpet	1 day/wk.
Detail Vacuum - Corners And Edges	Monthly
Dust Mop Hard Surface Floors	5 days/wk.
Spot Mop Stains And Spills Using Appropriate Cleaner	4 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	1 day/wk.

Library

<u>Task Description</u>	<u>Service Days</u>
Dust All Horizontal Surfaces Within Normal Reach	4 days/wk.
Detail Dust - High And Low Areas	Monthly
Arrange Furniture	5 days/wk.
Empty And Remove School Trash, Replace Liner If Needed	5 days/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum All Carpet	1 day/wk.
Detail Vacuum - Corners And Edges	Monthly

Cafeteria

<u>Task Description</u>	<u>Service Days</u>
Detail Dust - High And Low Areas	Monthly
Arrange Furniture	5 days/wk.
Dust Mop Hard Surface Floors	5 days/wk.
Empty And Remove Trash	5 days/wk.
Damp Wipe All Lunchroom Tables	5 days/wk.
Damp Wipe Countertops Using Appropriate Cleaner	5 days/wk.

Vacuum Walk-Off Mats	5 days/wk.
Damp Clean Interior And Exterior Of Microwave	5 days/wk.

Kitchen

<u>Task Description</u>	<u>Service Days</u>
Detail Dust - High And Low Areas	1 day/wk.
Wipe Front, Sides And Legs Of Appliances, Dispensing Machines And Work Tables	5 days/wk.
Sweep Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	5 days/wk.
Clean All Ceiling Vents	Monthly
Empty And Remove Trash	5 days/wk.
Clean Coffee Machine/Station	5 days/wk.
Clean Sinks Using Appropriate Cleaner	5 days/wk.
Damp Clean Interior And Exterior Of Microwave	5 days/wk.
Vacuum Walk-Off Mats	5 days/wk.
Clean Food Prep Tables And Counters Using Appropriate Cleaner	5 days/wk.
Clean Front And Sides Of Refrigerator	5 days/wk.

Art Rooms

<u>Task Description</u>	<u>Service Days</u>
Dust All Horizontal Surfaces Within Normal Reach	4 days/wk.
Detail Dust - High And Low Areas	Monthly
Damp Wipe Horizontal Surfaces-Use Appropriate Cleaner	1 day/wk.
Arrange Furniture	5 days/wk.
Empty And Remove School Trash, Replace Liner If Needed	5 days/wk.
Dust Mop Hard Surface Floors	5 days/wk.
Spot Mop Stains And Spills Using Appropriate Cleaner	4 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	1 day/wk.
Clean Sinks Using Appropriate Cleaner	5 days/wk.

Staff Lounge

<u>Task Description</u>	<u>Service Days</u>
Detail Dust - High And Low Areas	Monthly
Vacuum Or Brush Upholstered Furniture	Monthly
Arrange Furniture	5 days/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum All Carpet	1 day/wk.
Detail Vacuum - Corners And Edges	Monthly
Dust Mop Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	5 days/wk.

Empty And Remove Trash	5 days/wk.
Clean Coffee Machine/Station	5 days/wk.
Clean Refrigerator, Empty Contents If Requested	Monthly
Clean Sinks Using Appropriate Cleaner	5 days/wk.
Damp Clean Interior And Exterior Of Microwave	5 days/wk.
Damp Wipe All Lunchroom Tables	5 days/wk.
Damp Wipe Countertops Using Appropriate Cleaner	5 days/wk.

Restrooms

<u>Task Description</u>	<u>Service Days</u>
Empty Trash, Refill Supply Dispensers, Clean And Disinfect Restroom Fixtures, Clean Mirrors, Counters, Partitions And Chrome, Sweep And Mop Floor Using Appropriate Cleaner	5 days/wk.

Locker Rooms

<u>Task Description</u>	<u>Service Days</u>
Wipe Clean Fronts And Tops Of Lockers	1 day/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum All Carpet	1 day/wk.
Detail Vacuum - Corners And Edges	Monthly
Dust Mop Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	5 days/wk.
Clean And Disinfect Showers	5 days/wk.

Utility Rooms

<u>Task Description</u>	<u>Service Days</u>
Detail Dust - High And Low Areas	Monthly
Sweep Hard Surface Floors	1 day/wk.
Spot Mop Stains And Spills Using Appropriate Cleaner	1 day/wk.

Day Porter

<u>Task Description</u>	<u>Service Days</u>
Maintain Contact With Manager, Complete Duties Assigned And Respond Promptly To Requests	5 days/wk.
Maintain Restrooms And Break Rooms; Keeping Them Clean, Removing Trash As Needed And Keeping Supply Dispensers Well Stocked At All Times	5 days/wk.
Keep Entry-Door Glass Clean, Lobby Areas Orderly And Hallways Free Of Dirt And Debris	5 days/wk.
Mop Up Weather Related Water And Salt-Tracking Near Entries And In Hallways, As Well As Spill Clean-Up When Needed	5 days/wk.
Keep All Public Areas Clean, Orderly And Well Maintained	5 days/wk.
Empty Trash And Replace Liner From Any Container Requiring Service During Shift	5 days/wk.

Clean Common Areas, Dusting And Wiping Furniture With Appropriate Microfiber Cloth Or Cleaner As Well As Sills, Lights And Vents As Needed	5 days/wk.
Maintain, Keep Clean And Properly Store All Equipment In Assigned Area	5 days/wk.

Other Requirements

<u>Task Description</u>	<u>Service Days</u>
Site Supervision	5 days/wk.
Gather Supplies And Equipment For Shift	5 days/wk.
Clean And Arrange Janitor Closet	5 days/wk.
Prepare For The Next Day	5 days/wk.
Turn Off Lights - Per Instructions	5 days/wk.
Shut And Lock Doors, Set Alarm - Per Instructions	5 days/wk.

Coversheet

Agreement With Campus Safety Group

Section: VI. Action Items
Item: A. Agreement With Campus Safety Group
Purpose: Vote
Submitted by:
Related Material: Campus Safety Group Agreement and Cover Letter.pdf



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

Submitter Information

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

Item Details

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

Approvals

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

Committee Review

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

 If no: Explain why:

Deadline Information

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

Financial Information (if applicable):

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

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

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

RECITALS

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

AGREEMENT

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

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

4. **Compliance with Law.**

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

5. **Assignment and Sub Consultants.**

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

6. **Independent Consultant.**

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

7. **Integration.**

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

8. **Indemnification**

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

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

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

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

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

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

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

9. Confidentiality

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

10. Laws, Venue, and Attorneys' Fees

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

11. Nondiscrimination

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

12. Termination

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

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

AIMS K-12 COLLEGE PREP CHARTER

By: _____

Title: _____

Date: _____

CONSULTANT

By: _____

Authorized Agent
Campus Safety Group

EXHIBIT A

SCOPE OF SERVICES

The Consultant will provide:

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

EXHIBIT B

SCHEDULE OF CHARGES

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

Campus Safety Group

Please remit payment to below address

3727 W. Magnolia Blvd #211
 Burbank CA 91505

INVOICE

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

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

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

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

THANK YOU FOR YOUR BUSINESS!

