



AIMS K-12 College Prep Charter District

AIMS Special Board Meeting

Date and Time

Friday March 1, 2024 at 6:00 PM PST

Location

171 12th Street, Oakland, CA 94607
4049 First Street, Livermore, CA 94605
2450 Washington Ave., San Leandro, CA 94577
1801 Adeline Street, Oakland, CA 94607
7521 Ney Avenue, Oakland, CA 94605

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

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Meeting ID: 331 112 8694

Passcode: 076927

Find your local number: <https://us02web.zoom.us/u/kmHNwDhDX>

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A.	Call the Meeting to Order	Chris Edington	
B.	Record Attendance and Guests	Vote	Barbara Pemberton 1 m
C.	Adoption of Agenda	Vote	Chris Edington 1 m
D.	Public Comment on Agenda Items		4 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 a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).			
E.	Public Comment on Non-Agenda Items		4 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 or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).			
II. Action Items			6:10 PM
A.	LCAP Mid-Year Update - AIMS HS	Vote	Marisol Magana 2 m
B.	LCAP Mid-Year Update - AIMS MS	Vote	Marisol Magana 2 m
C.	LCAP Mid-Year Update - AIPCS II	Vote	Marisol Magana 2 m

	Purpose	Presenter	Time
D. Comprehensive Safe School Plan (CSSP) 12th Street	Vote	Marisol Magana	2 m
E. Comprehensive Safe School Plan (CSSP) HS	Vote	Marisol Magana	2 m
F. ELOP Employee Compensation Proposal	Vote	Natalie Glass	2 m
G. K-12 Parent Engagement Policy and Compact 2023-2024	Vote	Natalie Glass	2 m
H. SpEd Transportation Board Policy	Vote	Deborah Woods	2 m
I. SARC AIPCS II - School Accountability Report Card	Vote	Marisol Magana	2 m
J. SARC MS - School Accountability Report Card	Vote	Marisol Magana	2 m
K. SARC HS - School Accountability Report Card	Vote	Marisol Magana	2 m
L. Board Policy Update Comprehensive Safety Plan	Vote	Marisol Magana	2 m
M. Second Interim FY2023/2024	Vote	Katema Ballentine	
N. Final Audit Report 2023	Vote	Katema Ballentine	3 m
O. Measure G1 Parcel Tax	Vote	Katema Ballentine	2 m
P. Independent Auditor Selection	Vote	Katema Ballentine	2 m
III. Closed Session			6:41 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 per section).</p>			
B. Recess to Closed Session	Discuss		30 m
<p>Closed Session Items:</p> <ol style="list-style-type: none"> 1. Conference with Real Property Negotiations (Gov. Code Section 54956.9) 2. Conference with Legal Counsel- Anticipated Litigation (Gov. Code Section 54956.9) 3. Employee Matters 			

	Purpose	Presenter	Time
C. Report from Closed Session	FYI		2 m
IV. Closing Items			7:23 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, March 2024, at 6:45 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

I, Barbara Pemberton, hereby certify that I posted this agenda on the AIMS website at www.aimsk12.org, on February 29, 2024, before 6:00 PM.

Certification of Posting

Coversheet

LCAP Mid-Year Update - AIMS HS

Section: II. Action Items
Item: A. LCAP Mid-Year Update - AIMS HS
Purpose: Vote
Submitted by:
Related Material: AIMS HS LCAP Midyear Progress Report for 2023-2024.docx.pdf
LCAP Midyear Update Cover Letter.pdf

Mid-Year LCAP Update

AIMS College Prep High School

February 27, 2024

Background

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

2023-24 Mid-Year LCAP Progress Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College High School	Natalie Glass, Director of Schools	natalie.glass@aimsk12.org 510-893-8701

Goal 1

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

Mid-Year 2023-2024: Measuring and Reporting Results

Metric	Baseline	Year 3 Mid-Year Progress	Desired Outcome for 2023–24
English Learners making annual growth as measured by ELPAC annual growth data	2019-2020 ELPAC Year, 25% Progressed at least one ELPAC Level	40% progressed at least one ELPAC Level	2023-24 45%-50% progressed at least one ELPAC Level
English Learner Reclassification Rate	2020-2021 Baseline English Learner Reclassification rate 5%	28% English Learner Reclassification rate	2023-24 <10% Growth over Baseline
Percentage of High School Graduates Eligible for the California State Biliteracy Seal	<10%	21.71%	10%-15% percent of high school graduates eligible for the California State Biliteracy Seal.

Metric	Baseline	Year 3 Mid-Year Progress	Desired Outcome for 2023–24
The percentage of students who have passed an Advanced Placement (AP) examination with a score of three or higher.	30% of students who have passed an Advanced Placement (AP) examination with a score of three or higher.	22% of students who have passed an Advanced Placement (AP) examination with a score of three or higher.	2023-24 40% of students have passed at least one Advanced Placement (AP) examination with a score of three or higher
The percentage of students scoring above state average in SAT	25% percentage of students scoring above state average in SAT	29% percentage of students scoring above state average in SAT	40% percentage of students scoring above state average in SAT

Mid-Year 2023-24 Progress: Status of Implementation and Expenditures				
Action #	Title	Planned - Total Funds	Mid-Year - Total Funds	Status
1.1	Textbooks,Supplemental Curriculum, and Individual Online Learning Platforms	\$90,007	\$79,810.65	Partially Implemented ▾
1.2	VAPA-Visual Performing Arts Department Resources	\$60,000	\$10,012.77	Partially Implemented ▾
1.3	Instructional Materials	\$45,000	\$4,954.20	Partially Implemented ▾
1.4	ELD Curriculum, ELD Field Trips, Supplies and Materials	\$10,929	\$9,009.38	Partially Implemented ▾

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.

Mid-Year 2023-2024: Measuring and Reporting Results

Metric	Baseline	Year 3 Mid-Year Progress	Desired Outcome for 2023–24
Appropriately credentialed and assigned teachers	71.19% of teachers are appropriately credentialed and assigned.	83.2% of teachers are appropriately credentialed and assigned.	90% of teachers are appropriately credentialed and assigned.
Teacher misassignment	28.81% teacher misassignment	21.5% teacher misassignment	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
Professional Development Attendance	At least 80% of the staff will attend professional development when it occurs	Over 90% of the staff attend professional development when it occurs	At least 90% of the staff will attend professional development when it occurs

Mid-Year 2023-24 Progress: Status of Implementation and Expenditures				
Action #	Title	Planned - Total Funds	Mid-Year - Total Funds	Status
2.1	Administrative Staff	\$310,291.03	\$185,474.3	Partially Implemented ▾
2.2	Teachers, Substitutes	\$1,560,184.02	\$672,735.00	Partially Implemented ▾
2.3	School Supplies and Uniforms (LCFF)	\$30,000	\$31,351.04	Partially Implemented ▾
2.4	Professional Development and Coaching	\$58,693	\$6,194.91	Partially Implemented ▾
2.5	Support Staff	\$938,396.15	\$176,249.59	Partially Implemented ▾
2.6	College Bound Kids Coordinator and Program College Applications	194,546.32	\$167,684.78	Partially Implemented ▾

	Scholarships (LCFF)			
2.7	Saturday Intervention Enrichment School, Students Tutors, Summer Intervention, Winter Intervention, Spring and Thanksgiving Intervention Program Coordinator Staffing and Supplies	\$83,334.32	\$17,478.02	Partially Implemented ▾
2.8	El Dorado SELPA Agreement Fed SpEd	\$34,304.00	\$105,250.53	Partially Implemented ▾
2.9	SpEd Staff and Supplies and Materials for SpEd students (State SPED)	\$356,664.10	\$234,241.89	Partially Implemented ▾
2.10	Academic Counselor, Student Activity Coordinator	\$259,029.62	\$110,514.50	Partially Implemented ▾
2.11	ELD Coordinator & ELD Teacher (LCFF)	\$110,000	\$19,750.79	Partially Implemented ▾
2.12	Instructional Coach	\$50,360.54	\$19,056.74	Partially Implemented ▾

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.

Mid-Year 2023-2024: Measuring and Reporting Results

Metric	Baseline	Year 3 Mid-Year Progress	Desired Outcome for 2023–24
Formative Assessment Scholastic Math Inventory (SMI)	50.0% of students will be at grade the grade level proficiency	21.90%	50.0% of students will be at grade level proficiency

Metric	Baseline	Year 3 Mid-Year Progress	Desired Outcome for 2023–24
Formative Assessment Scholastic Reading Inventory (SRI)	50.0% of students will be at grade the grade level proficiency	56.42%	60.0% of students will be at grade level proficiency
California Assessment of Student Performance and Progress Mathematics	63% of 11th grade students will reach proficiency in mathematics	58.24%	60% of 11th grade students will reach proficiency in mathematics
California Assessment of Student Performance and Progress ELA	59% of 11th grade students will reach proficiency in English Language Arts	67.03%	60% of 11th grade students will reach proficiency in English Language Arts
California Assessment of Student Performance and Progress Science	29.32% of all students will reach proficiency in Science	30.18%	50% of all students will reach proficiency in Science

Mid-Year 2023-24 Progress: Status of Implementation and Expenditures				
Action #	Title	Planned - Total Funds	Mid-Year - Total Funds	Status
3.1	District-Wide Assessments & Data Platforms (LCFF)	\$7600	\$6928.47	Fully Implemented
3.2	HMH Scholastic Math Inventory/ HMH Scholastic Reading Inventory	\$7,000	0.0	Not Implementing

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.

Mid-Year 2023-2024: Measuring and Reporting Results

Metric	Baseline	Year 3 Mid-Year Progress	Desired Outcome for 2023–24
Attendance Rate	95% ADA	94.95% ADA As of January 31, 2024	97.5% ADA
School Survey - Question regarding Safety	Student Response: 80% Family Response: 80%	Student Response: 77.43% Family Response: 77%	Student Response: 85% Family Response: 85%
Family Survey - Question regarding High Expectations	Family Response: 85%	Family Response: 86.15%	Family Response: 90%
Student Survey Student - Caring Relationships	Student Survey Response: 80%	Student Survey Response: 77.43%	Student Survey Response: 85%
Percent of students in grades 9-12, receiving social-emotional counseling, who reported an increased sense of connection and belonging.	No baseline data available (this data has not been previously collected)	Pending results	50% 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%	<1%	< 3%

Metric	Baseline	Year 3 Mid-Year Progress	Desired Outcome for 2023–24
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 facilities are in good repair. We continue to make upgrades and improve the overall rating of Good on the Facilities Inspection Tool. We are working with OUSD to make any needed repairs as things come up.	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	Pending results	Positive Response of at least 75% or above

Mid-Year 2023-24 Progress: Status of Implementation and Expenditures				
Action #	Title	Planned - Total Funds	Mid-Year - Total Funds	Status
4.1	AIMS K-12 College Prep Charter District CMO	\$1,639,163.00	\$878819.91	Partially Implemented ▾
4.2	Socioemotional Counselor / Mental Health Workshops / Presentations, and Program Expenses	\$46,270.15	\$20423.95	Partially Implemented ▾
4.3	Health Coordinator	\$98,885.92	0.00	Planned ▾
4.4	Community Liaison and Parent Engagement	\$49,049.03	\$21,363.16	Partially Implemented ▾
4.5	Healthy and Nutritious Meals, Child Nutrition & Food Services	\$146,402	\$69,728.94	Partially Implemented ▾
4.6	Custodial Staff, Facility Maintenance & Utilities	\$508,265	\$211,678.11	Partially Implemented ▾
4.7	AIMS Athletic Department and Clubs	\$119,000.00	\$14,025.94	Partially Implemented ▾
4.8	Oakland Enrolls / Schoolmint / PowerSchool -	\$25,000.00	\$23,489.43	Fully Implemented ▾

	Student Information System / ParentSquare			
4.9	Public Transportation Support to Vulnerable Student Populations	No Cost	No Cost	Fully Implemented ▾
4.10	IT Services / IT Maintenance	\$10,000.00	\$2086.52	Partially Implemented ▾
4.11	Computer / School Furniture Inventory	\$79,500.00	\$32,496.82	Partially Implemented ▾
4.12	Campus Security / Bell System Enhancements	\$6,000	\$264.28	Partially Implemented ▾
4.13	Experiential Learning / Field Trip Opportunities	\$50,000	\$3,227.60	Partially Implemented ▾
4.14	Teacher Appreciation	\$5,000**	0.00	Planned ▾
4.15	School Culture Enhancements/ No Bullying Schools	\$65,000	\$7,643.82	Partially Implemented ▾
4.16	Student Events	\$28,500	\$3849.65	Partially Implemented ▾
4.17	District Oversight Fee	\$56,886	\$36,569	Partially Implemented ▾
4.18	Lakeview Lease	\$230,000	\$96,046.00	Partially Implemented ▾



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: LCAP Mid Year Update AIMS MS, AIMS HS, AIPCS II
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 2/28/2024

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: _____

Coversheet

LCAP Mid-Year Update - AIMS MS

Section: II. Action Items
Item: B. LCAP Mid-Year Update - AIMS MS
Purpose: Vote
Submitted by:
Related Material: AIMS MS LCAP Midyear Progress Report for 2023-2024.docx.pdf
LCAP Midyear Update Cover Letter.pdf

Mid-Year LCAP Update

AIMS College Prep Middle School

February 27, 2024

Background

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

2023-24 Mid-Year LCAP Progress Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep Middle School	Natalie Glass, Director of Schools	natalie.glass@aimsk12.org 510-893-8701

Goal 1

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

Mid-Year 2023-2024: Measuring and Reporting Results

Metric	Baseline	Year 3 Mid-Year Progress	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress: Mathematics	55% of all students will reach proficiency in mathematics or higher	45.07%	65% of all students will reach proficiency in mathematics or higher
California Assessment of Student Performance and Progress: ELA	40% of all students will reach proficiency in English Language Arts or higher	38.92%	55% of all students will reach proficiency in English Language Arts or higher

Metric	Baseline	Year 3 Mid-Year Progress	Desired Outcome for 2023–24
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	In order to protect student privacy, data is suppressed because fewer than 11 students tested.	30% of students w/ disabilities will reach proficiency in mathematics or higher
California Assessment of Student Performance and Progress: ELA- Students w/ Disabilities	Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Small Sample Size to Report	13.33%	35% of students with 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 or higher	12.16%	60% of all students will reach proficiency in Science or higher
English Learners making annual growth as measured by ELPAC annual growth data	2019-2020 ELPAC Year, 30% Progressed at least one ELPAC Level	41% progressed at least one ELPAC Level	2023-24 50% progressed at least one ELPAC Level
English Learner Reclassification Rate	2020-2021 Baseline English Learner Reclassification rate 10%	21% Reclassification rate	2023-24 25% Reclassification rate

Mid-Year 2023-24 Progress: Status of Implementation and Expenditures				
Action #	Title	Planned - Total Funds	Mid-Year - Total Funds	Status
1.1	Textbooks and Supplemental Curriculum, and Individual Online Learning Platforms	\$17,226	\$11,101.67	Partially Implemented ▾
1.2	VAPA-Visual Performing Arts Department Resources (Prop 28)	\$ 32,000.00	15,783.88	Partially Implemented ▾
1.3	Instructional Materials	\$4000	\$7,377.93	Partially Implemented ▾

1.4	ELD Curriculum, ELD Field Trips, Supplies and Materials	\$4000	\$3200	Partially Implemented ▾
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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.

Mid-Year 2023-2024: Measuring and Reporting Results

Metric	Baseline	Year 3 Mid-Year Progress	Desired Outcome for 2023–24
Appropriately credentialed and assigned teachers	62.5% of teachers are appropriately credentialed and assigned.	73.5%	87% of teachers are appropriately credentialed and assigned.
Teacher misassignment	37.5% of teacher misassignment CALSAAS Summary findings used.	26%	13% 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
Professional Development Attendance	At least 80% of the staff will attend professional development when it occurs	96.7% of Staff actively participates in professional development	At least 95% of the staff will attend professional development when it occurs

Mid-Year 2023-24 Progress: Status of Implementation and Expenditures

Action #	Title	Planned - Total Funds	Mid-Year - Total Funds	Status
2.1	Administrative Staff (LCFF)	\$167,107.73	\$133,200.07	Partially Implemented ▾
2.2	Teachers, Substitutes (LCFF)	\$994,676.23	\$678,679	Partially Implemented ▾
2.3	School Supplies and Uniforms (LCFF)	\$18,000.00	\$8,839.21	Fully Implemented ▾
2.4	Professional Development and Coaching	\$24,649.09	\$8,954.26	Partially Implemented ▾
2.5	Support Staff (LCFF)	\$87,858.64	\$50402.06	Partially Implemented ▾
2.6	College Bound Kids (LCFF)	\$11,014.62	\$5391.55	Partially Implemented ▾
2.7	Saturday Intervention Enrichment School, Students Tutors, Summer Intervention, Winter Intervention, Spring and Thanksgiving Intervention Program Coordinator Staffing and Supplies (ELOP)	\$112,673.00	\$14,751.68	Partially Implemented ▾
2.8	El Dorado SELPA Agreement Fed SpEd	\$36,453.40	\$13,833.94	Partially Implemented ▾
2.9	SpEd Staff and Supplies and Materials for SpEd students (State SPED)	\$201,868.00	\$111,236	Partially Implemented ▾
2.10	Academic Counselor, Student Activity Coordinator	\$34,674.54	\$18,897.44	Partially Implemented ▾
2.11	ELD Coordinator & ELD IA (LCFF)	\$37,386.19	\$22,793.00	Partially Implemented ▾

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.

Mid-Year 2023-2024: Measuring and Reporting Results

Metric	Baseline	Year 3 Mid Year Progress	Desired Outcome for 2023–24
Formative Assessment - Scholastic Math Inventory (SMI)	50% of students will be at grade the grade level proficiency	49.64%	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	50.28%	60 % of students will be at grade the grade level proficiency
Illuminate Math	Each 6-8 grade level will have a proficiency rate of at least 50% or above	43.61%	Each grade level will have a proficiency rate of at least 55%
Illuminate ELA	Each 6-8 grade level will have a proficiency rate of at least 45% or above	42.18%	Each grade level will have a proficiency rate of at least 55%

Mid-Year 2023-24 Progress: Status of Implementation and Expenditures				
Action #	Title	Planned - Total Funds	Mid-Year - Total Funds	Status
3.1	District-Wide Assessments & Data Platforms ESSER III, LCFF	\$4,003.40	\$2,066.58	Fully Implemented -
3.2	HMH Scholastic Math Inventory/ HMH Scholastic Reading Inventory	\$3000	\$3481.00	Fully Implemented -

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.

Mid-Year 2023-2024: Measuring and Reporting Results

Metric	Baseline	Year 3 Mid Year Progress	Desired Outcome for 2023–24
Attendance Rate	95% ADA	95.77% ADA As of January 31, 2024	97.5% ADA
School Survey - Question regarding Safety	Student Response : 80% Family Response: 80%	Student Response : 68.72% Family Response: 90.24	Student Response: 85% Family Response: 85%
Family Survey - Question regarding High Expectations	Family Response: 85%	Family Response: 90.24	Family Response: 90%
Student Survey Student - Caring Relationships	Student Survey Response: 80%	Student Survey Response: 74.89%	Student Survey Response: 85%
Percent of students in grades 6th-8th, receiving social emotional counseling, who reported an increased sense of connection and belonging.	No baseline data available (this data has not been previously collected)	Pending results	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%	<2%	<3%

Metric	Baseline	Year 3 Mid Year Progress	Desired Outcome for 2023–24
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 facilities are in good repair. We continue to make upgrades and improve the overall rating of Good 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	Pending results	Positive Response of at least 75% or above

Mid-Year 2023-24 Progress: Status of Implementation and Expenditures				
Action #	Title	Planned - Total Funds	Mid-Year - Total Funds	Status
4.1	AIMS K-12 College Prep Charter District CMO (LCFF)	\$670,038	\$479,356	Partially Implemented ▾
4.2	Socioemotional Counselor /Mental Health Workshops / Presentations (LCFF)	\$43,341.98	\$24,972	Partially Implemented ▾
4.3	Health Coordinator	\$25,000	0.00	Planned ▾
4.4	Community Liaison and Parent Engagement (LCFF)	\$26,972.85	\$13,281.96	Partially Implemented ▾
4.5	Healthy and Nutritious Meals, Child Nutrition & Food Services [NSLP/SSO] (LCFF, SSO)	\$85,932.39	\$39,496.16	Partially Implemented ▾
4.6	Custodial Staff, Facility Maintenance & Utilities (ESSER III, LCFF)	\$286,683.00	\$148,042.99	Partially Implemented ▾
4.7	AIMS Athletic Department and Clubs (LCFF)	\$58,586.00	\$7225.49	Partially Implemented ▾
4.8	Oakland Enrolls / Schoolmint / PowerSchool - Student Information System / ParentSquare (LCFF)	\$20,000	\$17,814.20	Fully Implemented ▾
4.9	Public Transportation Support to Vulnerable	No cost	No Cost	Fully Implemented ▾

	Student Populations (LCFF)			
4.10	IT Services / IT Maintenance (LCFF)	\$5,000	\$2,296.35	Partially Implemented ▾
4.11	Computer / School Furniture Inventory (LCFF, ESSER III)	\$25,000	\$13,737.33	Partially Implemented ▾
4.12	Campus Security / Bell System Enhancements (LCFF)	\$1,000	\$250.00	Fully Implemented ▾
4.13	Experiential Learning / Field Trip Opportunities (ELOP)/(Measure G1)	\$23,000	\$189.76	Partially Implemented ▾
4.14	After School & Enrichment / Extracurricular Programs (BACR)	\$203,279	\$60,354.54	Partially Implemented ▾
4.15	Teacher Appreciation	No Cost	No Cost	Fully Implemented ▾
4.16	School Culture Enhancements/ SEL Curriculum/ No Bullying Schools (LCFF, Measure G1, ESSER III)	\$13,560.96	\$5000	Partially Implemented ▾
4.17	Student Events (LCFF, Measure G1)	\$8,475	\$2,000	Partially Implemented ▾
4.18	District Oversight Fee (LCFF)	26,414	\$18,069.46	Partially Implemented ▾



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: LCAP Mid Year Update AIMS MS, AIMS HS, AIPCS II
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 2/28/2024

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: _____

Coversheet

LCAP Mid-Year Update - AIPCS II

Section: II. Action Items
Item: C. LCAP Mid-Year Update - AIPCS II
Purpose: Vote
Submitted by:
Related Material: AIPCS II LCAP Midyear Progress Report for 2023-2024.docx.pdf
LCAP Midyear Update Cover Letter.pdf

Mid-Year LCAP Update

American Indian Public Charter School II

February 27, 2024

Background

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

2023-24 Mid-Year LCAP Progress Report

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

Goal 1

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

Mid-Year 2023-2024: Measuring and Reporting Results

Metric	Baseline	Year 3 Mid Year Progress	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress - Mathematics	55% of all students will reach proficiency in mathematics	59.32%	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	50.00%	45% of students w/ disabilities will reach proficiency in mathematics or higher.
California Assessment of Student Performance and Progress - English Language Arts	45% of all students will reach proficiency in English Language Arts	60.91%	55% of all students will reach proficiency in English Language Arts or higher

Metric	Baseline	Year 3 Mid Year Progress	Desired Outcome for 2023–24
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	38.46%	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	37.59%	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	51% of English Language Learners made at least one year’s progress in learning English	60% of English Language Learners will make at least one year’s progress in learning English
English Learner Reclassification Rate	40% EL Reclassification Rate	28% EL Reclassification Rate	35% EL Reclassification Rate

Mid-Year 2023-24 Progress: Status of Implementation and Expenditures				
Action #	Title	Planned - Total Funds	Mid-Year - Total Funds	Status
1.1	Textbooks and Supplemental Curriculum, and Individual Online Learning Platforms	\$149,205	\$78,009.86	Partially Implemented ▾
1.2	VAPA-Visual Performing Arts Department Resources (Prop 28)	\$50,000	\$42,770	Partially Implemented ▾
1.3	Instructional Materials	\$52,496.09	\$21,844.83	Partially Implemented ▾
1.4	ELD Curriculum, ELD Field Trips, Supplies and Materials	\$27,261.00	\$4700	Partially Implemented ▾

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.

Mid-Year 2023-2024: Measuring and Reporting Results

Metric	Baseline	Year 3 Mid Year Progress	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.	74.6%	90% of teachers are appropriately credentialed and assigned.
Teacher misassignment	31.18% of teacher misassignment	22.15%	10% of teacher misassignment
Student access to instructional materials and supplies	100% of students have access to board adopted materials and instructional supplies	100%	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	90%	At least 90% of the staff will attend professional development when it occurs

Mid-Year 2023-24 Progress: Status of Implementation and Expenditures				
Action #	Title	Planned - Total Funds	Mid-Year - Total Funds	Status
2.1	Administrative Staff	\$302,884.00	\$242,088.71	Partially Implemented ▾
2.2	Teachers, Substitutes	\$3,241,298.00	\$1,405,604.44	Partially Implemented ▾
2.3	School Supplies and Uniforms LCFF	\$36,000.00	\$21,883.75	Partially Implemented ▾

2.4	Professional Development and Coaching Title II funds	\$31,507.28	\$22,414.04	Partially Implemented ▾
2.5	Support Staff LCFF	\$848,982.00	\$344,003.4	Partially Implemented ▾
2.6	College Bound Kids Coordinator and Program LCFF	\$8,337.00	\$5,391.55	Partially Implemented ▾
2.7	Saturday Intervention Enrichment School, Students Tutors, Summer Intervention, Winter Intervention, Spring and Thanksgiving Intervention Program Coordinator Staffing and Supplies ELOP	\$1,335,739.75	\$6,000	Partially Implemented ▾
2.8	EI Dorado SELPA Agreement Fed SpEd	\$105,049.00	\$54,219.97	Partially Implemented ▾
2.9	SpEd Staff and Supplies and Materials for SpEd students (State SPED)	\$524,062.00	\$278,730	Partially Implemented ▾
2.10	Academic Counselor, Student Activity Coordinator	\$32,990.00	\$12,292.38	Partially Implemented ▾
2.11	ELD Coordinator & ELD IA LCFF	100,558.00	\$42,397.19	Partially Implemented ▾

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.

Mid-Year 2023-2024: Measuring and Reporting Results

Metric	Baseline	Year 3 Mid Year Progress	Desired Outcome for 2023–24
Formative Assessment Scholastic Math Inventory (SMI)	50% of students will be at grade the grade level proficiency	59.36%	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	59.09%	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	73.38%	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	63.33%	Each grade level will have a proficiency rate of at least 50%

Mid-Year 2023-24 Progress: Status of Implementation and Expenditures				
Action #	Title	Planned - Total Funds	Mid-Year - Total Funds	Status
3.1	District-Wide Assessments & Data Platforms ESSER III, LCFF	\$10,272.00	\$6,199.75	Fully Implemented ▾
3.2	HMH Scholastic Math Inventory/ HMH Scholastic Reading Inventory	\$9,000.00	\$7,422.20	Fully Implemented ▾

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.

Mid-Year 2023-2024: Measuring and Reporting Results

Metric	Baseline	Year 3 Mid Year Progress	Desired Outcome for 2023–24
Attendance Rate	95% ADA	95.25 ADA As of January 31, 2024	97.5% ADA
School Survey - Question regarding Safety	Student Response: 80% Family Response: 80%	Student Response: 85.47% Family Response: 94.93% May 2023 Survey Results	Student Response: 85% Family Response: 85%
Family Survey - Question regarding High Expectations	Family Response: 85%	Family Response: 92.75%	Family Response: 90%
Student Survey Student - Caring Relationships	Student Survey Response: 80%	Student Survey Response: 87%	Student Survey Response: 85%
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)	Pending results	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%	<2%	< 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 facilities are in good repair. We continue to make upgrades and improve the overall rating of Good 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 well-being	Positive Response of at least 70% or above	Pending results	Positive Response of at least 75% or above

Mid-Year 2023-24 Progress: Status of Implementation and Expenditures				
Action #	Title	Planned - Total Funds	Mid-Year - Total Funds	Status
4.1	AIMS K-12 College Prep Charter District CMO (LCFF)	\$2,538,230.00	1,172,721.40	Partially Implemented ▾
4.2	Socioemotional Counselor Mental Health Workshops / Presentations and Program Expenses (LCFF)	\$70,540.00	\$49,442.00	Partially Implemented ▾
4.3	Health Coordinator (ESSER III)	\$70,411.00	0.00	Planned ▾
4.4	Community Liaison and Parent Engagement (LCFF)	\$85,102.00	\$39,064.58	Partially Implemented ▾
4.5	Healthy and Nutritious Meals, Child Nutrition & Food Services [NSLP/SSO] (LCFF, SSO)	\$292,166.00	\$157,076.09	Partially Implemented ▾
4.6	Custodial Staff, Facility Maintenance & Utilities (ESSER III, LCFF)	\$700,209.00	\$379,638.87	Partially Implemented ▾
4.7	AIMS Athletic Department and Clubs (LCFF)	\$76,243.00	\$21,251.43	Partially Implemented ▾
4.8	Oakland Enrolls / Schoolmint / PowerSchool - Student Information System / ParentSquare (LCFF)	\$39,500.00	\$29,574.4	Fully Implemented ▾
4.9	Public Transportation Support to Vulnerable Student Populations (LCFF)	No cost	No Cost	Fully Implemented ▾
4.10	IT Services / IT Maintenance (LCFF)	\$15,000	\$6267.13	Partially Implemented ▾
4.11	Computer / School Furniture Inventory (ESSER III)	\$78,500	\$19,038.43	Partially Implemented ▾
4.12	Campus Security / Bell System Enhancements (LCFF)	\$3,000.00	\$391.76	Partially Implemented ▾
4.13	Experiential Learning / Field Trip Opportunities	\$44,000	\$185.24	Partially Implemented ▾

	(ELOP)/Measure G1			
4.14	After School & Enrichment / Extracurricular Programs (BACR)	\$203,279	\$83,946.51	Partially Implemented ▾
4.15	Teacher Appreciation	No Cost	No cost	Fully Implemented ▾
4.16	School Culture Enhancements/ SEL Curriculum/ No Bullying Schools (LCFF, Measure G1, ESSER III)	\$24,745.00	\$2,020.00	Partially Implemented ▾
4.17	Student Events (LCFF, Measure G1)	\$11,225.00	\$3,000	Partially Implemented ▾
4.18	District Oversight Fee (LCFF)	\$76,263.32	\$51,609	Partially Implemented ▾



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: LCAP Mid Year Update AIMS MS, AIMS HS, AIPCS II
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 2/28/2024

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: _____

Coversheet

Comprehensive Safe School Plan (CSSP) 12th Street

Section:	II. Action Items
Item:	D. Comprehensive Safe School Plan (CSSP) 12th Street
Purpose:	Vote
Submitted by:	
Related Material:	CSSP - 12th Street 2024-2025.pdf CSSP 12th Street Cover Letter.pdf



**AIMS College Prep Middle School
American Indian Public Charter School II**

Comprehensive School Safety Plan (CSSP)

171 12th Street
Oakland, CA 94607
Phone: (510) 893 - 8701
Fax: (510) 893 - 0345

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INTRODUCTION

AIMS K-12 College Prep Charter District is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this School Safe Plan covers AIMS policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

12th Street Campus is located in downtown Oakland, California. The campus serves over 800 inner city kids and about 100 faculty and staff members. The school is near a major courthouse, as well as the city's main public transportation lines and freeways. Due to the school's location there are various types of threats and the goals set forth are to diminish those threats and to continue to provide safety for our students. In addition, the 12th street campus does not have a parking lot for families. Some students walk to school or take public transportation. A majority of families pick up and drop off their students. So it is important that we review and train parents on the drop off and pick up procedures on a yearly basis.

Goal #1: Review with Families Pick-Up and Drop Off Procedure

Goal #2: Installing Security Cameras and Security Gates at the front and side of the building

Goal #3: Continue to provide Annual Trainings for Staff (Active Shooter, Lockdown, Earthquake, CPR First Aid)

Following any emergency, notify the Site Administrator: 510-893-8701

SAFE SCHOOL PLAN COMMITTEE

The undersigned members of the AIMS Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Safe School Plan. The purpose of listing the safety committee is to show that the school has thought through all the various aspects of emergency preparedness involving various stakeholders at the site.)

First Name	Last Name	Role	Signature
Michelle	Lane	Parent	DocuSigned by: <i>Michelle Lane</i> A68B9C6745504FC...
Anakarita	Snellings	Parent	
Yzaavella	Pangilinan	SGA Vice President	
Kayla	Pho	8th Grade Student	DocuSigned by: <i>Kayla Pho</i> 9765CFB4D2284B8...
Mattihias	Hadinet	6th Grade Student	
Jackson	Glass	8th Grade Student	DocuSigned by: <i>Jackson Glass</i> 5DB3C9A0DE846B...
Senay	Bahlbi	6th Grade Student	
Aden Pho	Pho	6th Grade Student	
Miguel	Leyva	Teacher	
Fenglin Wu	Wu	Teacher	DocuSigned by: <i>Fenglin Wu</i> 79CC0D13D950413...
Elizabeth	Householder	Teacher	DocuSigned by: <i>Ellie Householder</i> 9DC17EC988645E...
Natalie	Glass	Director of Schools/Parent	DocuSigned by: <i>Natalie Glass</i> B7263FA7B6EB4AE...
Axia	Vang	Head of Academics	DocuSigned by: <i>Axia Vang</i> 8882B9E1AC4042F...
Zubida	Bakheit	Head of Academics	DocuSigned by: <i>Zubida Bakheit</i> 03EBF3C886794A6...
Jason	Perry	Facilities & Maintenance Coordinator	DocuSigned by: <i>Jason Perry</i> D30598800A5C47A...
Marisol	Magana	Health & School Support Services Director	DocuSigned by: <i>Marisol Magana</i> 5D801072871643A...
Andrew	Hampton	Dean of Students (K-5th)	DocuSigned by: <i>Andrew T. Hampton</i> 98D12A5AEFD405...
Mikael	Wooten	Dean of Students (6th-8th)	DocuSigned by: <i>Mikael Wooten</i> B1237A7DDE6C455...
Alexander	Lee	Technology Coordinator	DocuSigned by: <i>Alexander Lee</i> CEDBF8AE7E9449...

Plan Approved on 2/26/2024

CHILD ABUSE REPORTING POLICY

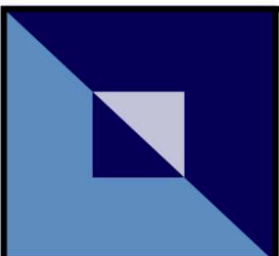
Child abuse includes: physical abuse, sexual abuse (including both sexual assault and sexual exploitation), extreme emotional abuse, willful cruelty or unjustified punishment, unlawful corporal punishment or injury that is willfully inflicted, resulting in a traumatic condition, and/or neglect (including both acts and omissions). Child neglect is defined as negligent treatment which threatens a child's health or welfare.

In accordance with Sections 11164-11174.3 of the California Penal Code, all certificated employees, employees of child care centers, instructional aides, teacher's aides, teacher's assistants, and classified employees who have been trained in the duties imposed by this law and are considered to be mandated reporters. Any one of these specified employees who knows or reasonably suspects that a child has been a victim of a child abuse and/or neglect incident must do the following:

- 1) Report the incident to a child protective agency (i.e., Department of Children and Family Services), the Police (not School Police), or Sheriff's Department, County Probation Department, or a County Welfare Department immediately by telephone.
- 2) Send a written report of the incident to the same agency within 36 hours. Although the Penal Code obligation to report applies to the aforementioned employees only, it is the policy of AIMS that all employees shall comply with the law's reporting procedure whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

Additionally, teachers and counselors are legally bound required to immediately inform a parent and/or authority and report the following instances to the Head of School, who will contact law enforcement and/or the student's parent/guardian in accordance with the law: (1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; (2) when a student indicates he or she is going to physically harm another person or jeopardize another person's life or has knowledge that another person's well-being is threatened; (3) when a student indicates he or she is being physically and/or emotionally abused; (4) when a student indicates he or she has committed a felony.

Child Abuse Mandated Reporting Form



**CALIFORNIA MANDATED REPORTING
EASY STEPS...**

WHAT MUST BE REPORTED and HOW TO REPORT!

What Must be Reported:

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The mandated reporter must only have *reasonable suspicion* that a child has been mistreated; no evidence or proof is required prior to making a report.

The case will be further investigated by law enforcement and/or child welfare services.

How to Report:

By Phone: Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff’s department.

1. Child Welfare Services phone # 510-259-1800
2. Police Department phone # 510-777-3333
3. Sheriff’s Department phone # 510-272-6878

In Writing: Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

Other information:

- Safeguards for Mandated Reporters:
 - The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
 - Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.
- Failure to report:
 - Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.
- For the complete law and a list of mandated reporters refer to California Penal Codes 11164 -11174.3.

This document and Mandated Reporting information can be found at
www.mandatedreporterca.com

EMERGENCY DISASTER PROCEDURES & DRILLS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated ideally at an all school staff meeting just when the teachers return to duty.

A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

The Department of Homeland Security (DHS): <http://www.dhs.gov>

Federal Emergency Management Agency (FEMA): <http://www.fema.gov>, <http://www.ready.gov>.

Federal Communications Commission (FCC): <http://www.fcc.gov>.

The United States Department of Education (USDE): <http://www.rems.ed.gov>.

California Office of Emergency Services (OES): <http://www.calema.ca.gov>.

California Department of Education (CDE): <http://www.cde.ca.gov>.

American Red Cross: <http://www.redcross.org>

Pacific Gas and Electric Company (PG&E): <http://www.pge.com>.

Vector Solutions: <https://aimsk12-ca.safeschools.com/>

What follows is information taken from the aforementioned resources and incorporated into selected topics which are necessary components for the development of a comprehensive safety program that satisfies the mandates of the CDE.

Staff Responsibilities

In the event of an Emergency Alert System (EAS) individuals on the school site have the following responsibilities:

Site Administrator

- Sound appropriate alarm to evacuate or shelter in place.
- Following evacuation procedures check the building to ensure that all students, personnel and visitors have left the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Central Office and your local county office informed and, if necessary, set up telephone communication at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.

Admin Assistant

- Assist and take direction from the Site Administrator.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

Custodial/Maintenance

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

Drills

Drills are designed to prepare students and staff for real world crisis situations but in no way can account for all possible varieties of catastrophe or threat. It is the site administrator's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. Those drills are:

- **Fire Drill:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
 - **Elementary:** once per month
 - **Middle school:** four times per school year
 - **Secondary:** twice per school year
 - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.
- **Lockdown/Shelter in Place:** Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
 - **Elementary:** once per quarter
 - **Secondary:** once per semester
 - Lockdown/Shelter in Place drills should be run according to a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.
- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
 - **Elementary:** once per quarter
 - **Secondary:** Once per semester
 - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a

perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

Situations may/will arise during a crisis that require a combination of actions be taken such as “lockdown” followed by “evacuation”. While constructing a safety plan it is important to keep this in mind. Prepare and drill in a manner in which flexibility and adaptability come into play as the dynamics of a potential crisis evolve.

Drill Schedule

Month	Fire	Earthquake	Lockdown
August	8/19-8/24	8/19-8/24	
September	9/16/24-9/20/24		9/16/24-9/2/24
October	10/14/24-10/18/24	10/14/24-10/18/24	
November	11/11/24-11/15/24		11/11/24-11/15/24
December	12/15/24-12/20/24	12/15/24-12/20/24	
January	1/13/24-1/17/24		1/13/24-1/17/24
February	2/10/24-2/15/24-	2/10/24-2/15/24	
March	3/9/24-3/15/24		3/9/24-3/15/24
April	4/20/24-4/26/24	4/20/24-4/26/24	
May	5/11/24-5/17/24		5/11/24-5/17/24
June	6/9/24-6/13/24	6/9/24-6/13/24	

Homeland Security Procedures

Homeland Security procedures are established to promote the safety of children and adults during a period of national or local emergency. The DHS (FEMA) and California OES are responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated.

The Emergency Alert System (EAS) is a national public warning system that requires TV and radio broadcasters, cable television systems, wireless cable systems, satellite digital audio radio service (SDARS) providers, direct broadcast satellite (DBS) service providers and wireline video service providers to offer to the President the communications capability to address the American public during a national emergency. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and

emergency weather information targeted to a specific area. EAS also includes a system of sirens strategically positioned throughout the school's area that can serve as a warning of impending disaster.

Announcements made via the EAS include:

1. This is a Test
2. Severe Thunderstorm Warning
3. Tornado Warning
4. Hurricane Preparations Ordered
5. Evacuation Ordered
6. Shelter-in-Place for a Security Incident
7. Shelter-in-Place for a Hazardous Material Incident
8. All Clear

Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are able to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the announcement/sound of an EAS "Alert" signal:

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Admin assistant will tune to local news via applicable means.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the office for instructions.

At the announcement of an EAS "Shelter in Place" message:

- Children outside of class will return to their assigned classrooms.
- If necessary, teachers will direct students and themselves under desks or tables.
- Close all doors and windows.

At the announcement/sound of an EAS "All Clear" signal:

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- If an evacuation is found necessary, the site administrator will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures will be sent home with students.

Communication Plans

911 Calls	<ul style="list-style-type: none"> • When placing a 911 call: give your name, school name, and school address • Give specific location of shooter, intruder, fire, hazardous material or other emergency • Indicate location of incident command post
Mass Notification to Parents	<u>During an emergency:</u> Parent square notification, mass text message, mass phone message
	<u>After an emergency:</u> Mass phone call, mass text, Parent square notification, memos

Contingency Plans (Communication and Electrical)

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

Parent square notification, Social media account, staff radios and intercom

If no Internet service:

Mass phone call, mass text message, Staff will communicate through radios and intercom

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

AC heating and cooling. Lights, food service refrigerators, Computer system

Emergency Procedures

All classrooms should have the evacuation plan & maps posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities. Below are suggested roles and procedures:

1. The site Administrator assesses the situation.
2. The site Administrator notifies all staff of the emergency via applicable communications device(s).
3. Assigned person calls 911.
4. Assigned person notifies the Central Office.
5. Site Administrator or assigned person meets with emergency crews.

6. Assigned person(s) ensures all classrooms, hallways and restrooms on the first floor are empty after escorting students to their assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the common areas are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes the role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Site Administrator.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. The Site Administrator determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcements via applicable communications device(s).
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Site Administrator and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, the Site Administrator and an assigned person will control and organize press releases and media requests. Pre-made media packages/documents are recommended for distribution to concerned sources/media personnel. Such packages will include general information about the school location, number of students, grade levels, layout, etc.

Fire Procedures

- Evacuate the buildings immediately for any fire or suspected fire.
- Sound alarm if it has not already been done.
- Call 9-1-1, identify the problem, school building address and location of fire (if known).

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

- P Pull safety pin from the handle
- A Aim at the base of the fire
- S Squeeze the trigger handle
- S Sweep from side to side

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- Upon arrival, the Fire Department will assume command.
- The Head of School will be accountable for teachers and school district staff. Teachers will be accountable for students.

- Notify the Superintendent's Office.

Fire Evacuation Procedures

AIMS will conduct and log monthly fire drills using the procedures outlined below. AIMS will also conduct quarterly fire alarm system tests, an annual fire inspection, and maintain a 5-year certification on the sprinkler system. Fire extinguishers are checked monthly.

Teachers

Before Drill or Emergency:

Note locations of fire extinguishers throughout the school.

- a) Review these exit procedures with your class and clearly explain your expectations.
- b) Designate two classroom leaders who can be relied on to give instructions in case a teacher is injured during a fire.
- c) Designate one student to lead your class to the assigned assembly point. Teachers will be the last ones out of the classrooms, so it is important that your student leader knows exactly where he/she is going -- walk the student leader through the steps before the drill.
- d) If students are not in the classroom when a fire alarm sounds, instruct students to immediately exit to the class' designated assembly point, join their class, and check in with the teacher.

DURING DRILL OR EMERGENCY:

- a) Take your class list, fire drill procedures, evacuation maps, walkie, First Aid Kit, and stop sign with you. (Classroom backpack)
- b) Upon hearing the alarm, instruct your students to quickly leave the building in a single file, orderly line. Running causes panic and is not allowed.
- c) Students must be SILENT.
- d) Use of elevators during an emergency is prohibited.
- e) Teachers leave the classroom last. Close the door and turn off your lights. Administrators will view this as a signal that your classroom is evacuated successfully and completely.
- f) When using the stairwells, classes must descend in a single file line. Overtaking other classes or individuals is not permitted.
- g) Teachers need to assemble students in single file lines and exit their classes according to the evacuation map and assembly location map.
- h) Teachers and students should follow the exit route in a calm and orderly fashion to their assigned assembly point
- i) Once at the assembly point, count students and take roll to ensure that every student is present.
- j) Hold up the red sign if you are missing any students. Inform the Head of School or members of the Fire or Police Services if any students are missing. Hold up the green sign to indicate that all of your students are accounted for and safe.
- k) No one is to re-enter the building until told to do so by the Fire Service or the Head of School. Wait for an "All Clear" signal to be given by a member of the Fire or Police Services or a Head of School.
- l) Students cannot leave campus unless they are with an emergency services worker and have notified their teachers and the Head of School of their departure.

- m) No student is to leave campus with guardians until the “**All Clear**” signal is given by a member of the Fire or Police Services.
- n) Once the “**All Clear**” signal is given, teachers must keep students assembled and supervised. Make note of students who leave campus with their guardians.

Oakland Fire Department Fire Station #12
822 Alice Street
Oakland, CA 94607
Emergency: (510) 444-1616
Non-Emergency: (510) 444-3322

Fire and Earthquake ONLY

1st Floor Staff

- Prop open the stairwell door and the two front doors quickly.
- Clear the restrooms, classrooms, and common areas on the 1st floor.
- Assist in hurrying the students out the front door in an orderly manner.
- Meet classes at 12th Street assembly location and provide first aid as appropriate

2nd Floor Staff

- Clear the restrooms, classrooms, and common areas on the 2nd floor.
- Meet students at Madison Street assembly point and check in with teachers regarding attendance
- Provide first aid as appropriate
- Report missing persons to a member of the Fire or Police Department and Head of School immediately.

3rd Floor Staff

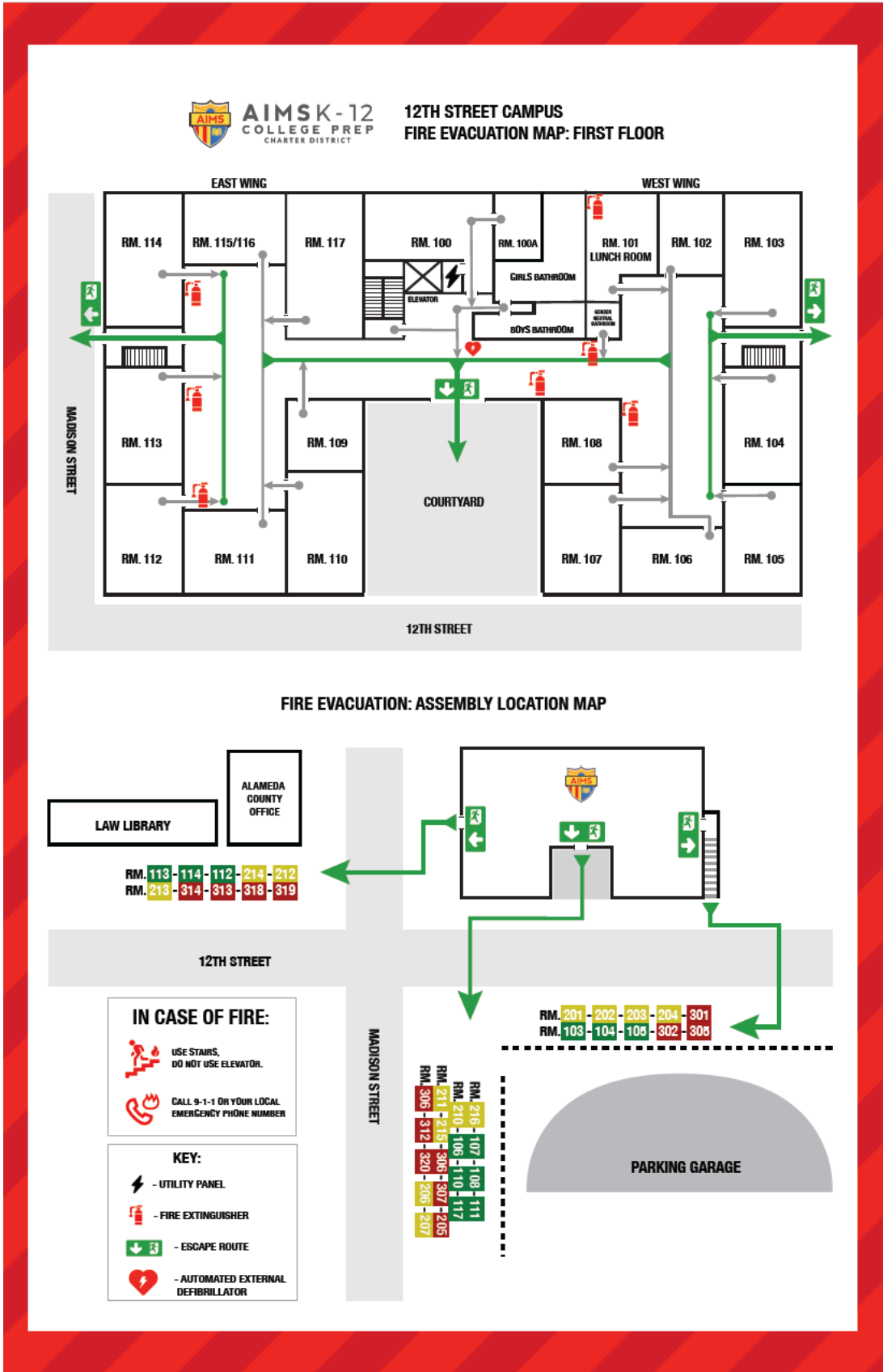
- Clear restrooms, classrooms, and common areas on the 3rd floor.
- Meet classes at 12th Street assembly point and provide first aid as appropriate

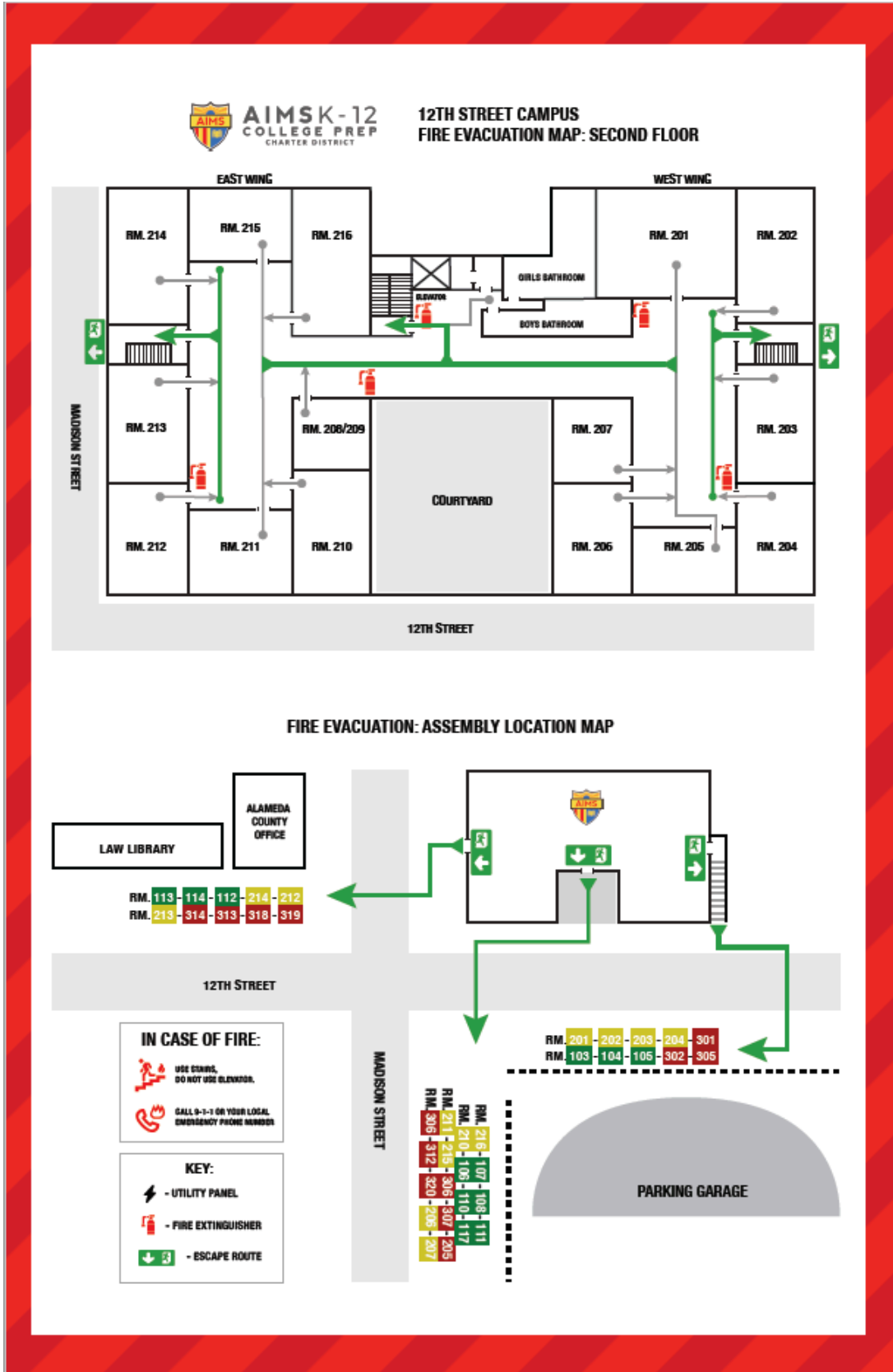
Site Administrator

- Order an evacuation if the fire alarm doesn't work and call 9-1-1
- Confirm school wide clearance for all floors
- Check-in with other administrators and report missing persons to a member of the Fire or Police Department immediately.

Site Evacuation Routes & Maps

Room	Primary Fire Exit	Secondary Fire Exit
Room 108	Front Door	Emergency Exit (West - Floor 1)
Room 107	Front Door	Emergency Exit (West - Floor 1)
Room 106	Front Door	Emergency Exit (West - Floor 1)
Room 105	Emergency Exit (West - Floor 1)	Front Door
Room 104	Emergency Exit (West - Floor 1)	Front Door
Room 103	Emergency Exit (West - Floor 1)	Front Door
Room 102	Front Door	Emergency Exit (West - Floor 1)
Room 109	Front Door	Emergency Exit (East - Floor 1)
Room 110	Front Door	Emergency Exit (East - Floor 1)
Room 111	Front Door	Emergency Exit (East - Floor 1)
Room 112	Emergency Exit (East/Floor 1)	Front Door
Room 113	Emergency Exit (East/Floor 1)	Front Door
Room 114	Emergency Exit (East/Floor 1)	Front Door
115/116	Front Door	Emergency Exit (East - Floor 1)
Room 117	Front Door	Emergency Exit (East - Floor 1)
Room 208/209	Front Door	Emergency Exit (East - Floor 2)
Room 210	Front Door	Emergency Exit (East - Floor 2)
Room 211	Front Door	Emergency Exit (East - Floor 2)
Room 212	Emergency Exit (East - Floor 2)	Front Door
Room 213	Emergency Exit (East - Floor 2)	Front Door
Room 214	Emergency Exit (East - Floor 2)	Front Door
Room 215	Front Door	Emergency Exit (East - Floor 2)
Room 216	Front Door	Front Door
Room 201	Emergency Exit (West/Floor 2)	Front Door
Room 202	Emergency Exit (West/Floor 2)	Front Door
Room 203	Emergency Exit (West/Floor 2)	Front Door
Room 204	Front Door	Emergency Exit (West - Floor 2)
Room 205	Front Door	Emergency Exit (West - Floor 2)
Room 206	Front Door	Emergency Exit (West - Floor 2)
Room 207	Front Door	Emergency Exit (West - Floor 2)
Room 301	Emergency Exit (West - Floor 3)	Front Door
Room 302	Emergency Exit (West - Floor 3)	Front Door
Room 303	Emergency Exit (West - Floor 3)	Front Door
Room 304	Emergency Exit (West - Floor 3)	Front Door
Room 305	Emergency Exit (West - Floor 3)	Front Door
Room 306	Front Door	Emergency Exit (West - Floor 3)
Room 307	Front Door	Emergency Exit (West - Floor 3)
Room 308	Front Door	Emergency Exit (West - Floor 3)
Room 309	Front Door	Emergency Exit (West - Floor 3)
Room 310	Front Door	Emergency Exit (East - Floor 3)
Room 311	Front Door	Emergency Exit (East - Floor 3)
Room 312	Front Door	Emergency Exit (East - Floor 3)
Room 313	Emergency Exit (East - Floor 3)	Front Door
Room 314	Emergency Exit (East - Floor 3)	Front Door
Room 315	Emergency Exit (East - Floor 3)	Front Door
Room 316	Emergency Exit (East - Floor 3)	
Room 317	Emergency Exit (East - Floor 3)	
Room 318	Emergency Exit (East - Floor 3)	
Room 319	Emergency Exit (East - Floor 3)	
Room 320	Front Door	Emergency Exit (East - Floor 3)
Room 321	Front Door	Emergency Exit (East - Floor 3)





Site Lockdown Procedures

AIMS will conduct and log at least two lockdown drills per academic year.

If it is determined that a lockdown is necessary to maintain the health and safety of students and staff, an announcement will be made to alert of potential danger. The lockdown code is “Lockdown” and it will be announced through the walkie talkie/intercom. All-Clear signals will be announced through the phone system to students and staff.

Upon hearing shots or being alerted to an event involving serious violence on campus:

ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.

After receiving a lockdown notification:

1. **Teachers** are to:
 - a. Quickly glance outside the room and direct students or staff members from the hall into the classroom immediately.
 - b. Close and lock classroom doors. The front door will be locked by an administrator.
 - c. Place students against the wall so that students are not visible to an intruder looking through the door or windows.
 - d. Locate and hold on to the roll book to account for students if an evacuation becomes necessary.
 - e. Turn out the lights.
 - f. Keep students quiet and maintain a calm atmosphere in the classroom, keeping alert to emotional needs of students.
 - g. Have cell phones and/or laptops accessible to receive announcements/updates from administration and police officers.
 - h. Keep all students in the classroom until an “All Clear” has been announced through the communication system (ie. walkie talkies/intercom,).
2. **Students** should know:
 1.
 - a. To remain calm and to immediately follow all directives of classroom teachers or administrators.
 - b. To go to the room nearest their location in the hallway.
 - c. That no one will be able to leave the room for any reason.
 - d. That silence must be maintained (students cannot use cell phones).
 - e. To make sure they are marked present if an evacuation occurs.
 - f. To not leave the classroom until directed to do so by the classroom teacher, administrator, or police officer.

Staff should also note the following:

- Administrators will use walkie talkies and cell phones (ringcentral) to communicate to teachers and staff. Other clerical staff will deliver messages as needed and work with the Head of School and Police Services.
- Upon notification of a lockdown, physical education teachers will keep students off-site and remain at their off-site PE location until they receive an All-Clear via cell phone text, walkie talkie or direct call.
- If teachers or students are in the bathrooms, they should move to a stall, lock it, and stand on the toilet until hearing an All-Clear signal
- Anyone in the hallway should move to the closest classroom immediately.
- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown.
- If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll for all students present in class. Missing students or staff should be reported to administration or law enforcement officers immediately.
- When the emergency is over, a coded "all clear" will be announced.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

Lockdown/Active Shooter

According to the United States Department of Homeland Security, there are three responses to an Active Shooter scenario – Run, Hide or Fight. It is incumbent upon the Site Administrator to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. Which option the school leader chooses is based on where you are when you hear the shots or when you are made aware that there is a perpetrator on site prepared to discharge a firearm. AIMS directs that if a shooting takes place the first priority is to shelter students and staff from danger.

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.

2. Institute “lockdown” or “evacuation” protocol.
 - *If the threat on the inside is greater than the threat on the outside – evacuate (run)*
 - *If the threat on the outside is greater than the threat on the inside – lockdown (hide)*
 - *If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight)*

Once a decision has been made to lockdown, do not break lockdown protocol until the the entire lockdown has been released.

3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
Note: Students should be provided age appropriate training in advance of what to do in an active shooter (intruder on campus) scenario.

4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.

5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.

6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

Site Emergency Procedures for Special Needs Students

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a. wheelchair on a daily basis
 - b. specialized equipment
 - c. physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Assigned Specialist is responsible for:
 - a. identifying all students who will require additional assistance
 - b. working with the designated certificated staff (classroom teachers) and the site administrator to ensure that coverage and a plan is completed for each student

* **Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher’s emergency materials. (class roster, etc.)

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom. Nothing in these guidelines should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in times of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.

Fire

1. Site Administrator, maintenance will determine the location of the fire.
2. Front door staff will phone 911, pick up emergency card binder and student medication and leave the building prepared to phone parents of any injured child.
3. Maintenance/Custodial or Site Administrator will sound the fire alarms.
4. Staff will follow evacuation procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

1. Utilize solid desks and tables for cover from falling objects and debris.
2. Turn away from windows.
3. Utilize solid interior walls and archways.
4. Cover head with arms or hold to the cover and be prepared to move with it.

5. Hold the position until the ground stops shaking.
6. When initial shaking stops, the Site Administrator or Maintenance/Custodial sounds alarms to evacuate the building.
7. Staff to follow evacuation procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to seek cover again soon after the initial quake due to aftershocks.
5. Staff to follow evacuation procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via the EAS. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The Site Administrator will assess the situation and make an announcement via applicable communication device(s) to A) evacuate, B) stay in classes or C) release students to go home. See emergency procedures previously described for evacuation directions.

(UTILITY SERVICE FAILURE – custodial staff should familiarize themselves with the appropriate service provider numbers and websites. Be able to identify pole numbers and which service provider is using them, i.e. electric company versus cable company, etc.)

Electrical Failure

1. Site Administrator and/or custodian notify the appropriate electrical company (PG&E)
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Site Administrator and/or Facilities Coordinator notify PG&E.
2. Site Administrator and/or Facilities Coordinator notify the Fire Department.
3. Staff to follow the evacuation procedures previously described.

Water Main Break

1. Site Administrator and/or Facilities Coordinator immediately notifies the local water control authority.
2. Maintenance shuts off water.
3. The Site Administrator determines if it is necessary to follow the emergency procedures to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.

2. Notify the school office and APS headquarters.
3. Have maintenance turn off pressure to drinking fountains and sinks.
4. Contact Water District

Chemical Spill/ Incident

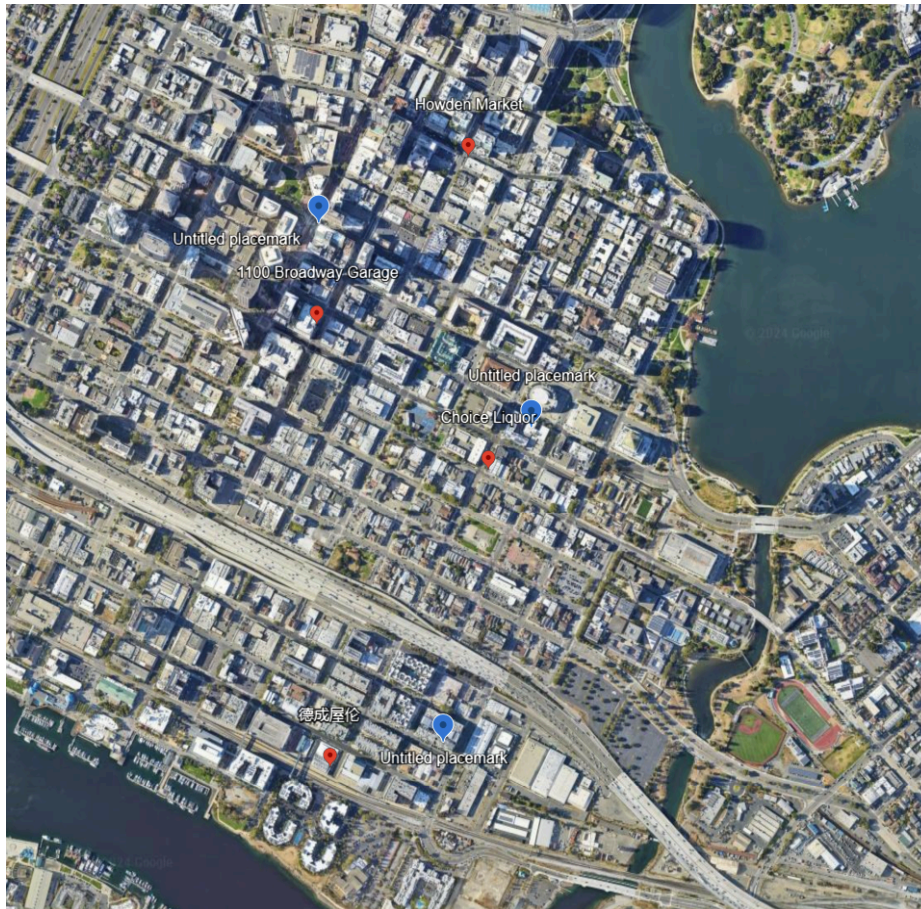
If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify Facilities Coordinator of the incident - contact 911 if necessary.
4. Maintenance/Custodian staff will review SDS to ensure proper clean up

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Site Administrator will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Below is the locations of known chemical users (more then the normal residential user)



Lockdown/Active Shooter/Tactical Response

Weapon - A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

Several strategies/philosophies exist in relation to how to properly respond to school site violence (Run- Hide-Fight, etc.). In the wake of many notable campus shootings, both public and private entities have devised different courses of action to take in the event of the “worst case scenario” (refer to list of sources located at the beginning of the Emergency Preparedness section). It is incumbent upon the Site Administrator to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. Which option the school leader chooses is based on where you are when you hear the shots or when you are made aware that there is a perpetrator on site prepared to discharge a firearm. AIMS K-12 directs that if a shooting takes place the first priority is to shelter students and staff from danger.

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute “lockdown” or “evacuation” protocol.
 - a. If the threat on the inside is greater than the threat on the outside – evacuate (run)
 - b. If the threat on the outside is greater than the threat on the inside – lockdown (hide)
 - c. If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight)

Once a decision has been made to lockdown, do not break lockdown protocol until the entire lockdown has been released.

3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.
6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling

services are available as soon as possible.

Response during School Related Functions to Weapons/Active Shooter

- Call 9-1-1.
- Stay calm and avoid confrontation if possible.
- Obtain good description of individual and the type of weapon he/she has.
- Notify school administrator or designee as soon as possible.
- Take safety measures to protect yourself and others.
- Inform police of your observation and be prepared to write a statement.

(PE or field trips) during a lockdown/active shooter will be instructed to stay off campus at a safe location until the “all clear” is announced of staff/law enforcement can make contact and advise.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Site Administrator immediately.
2. Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”. Danger may be imminent. Emergency responders need as much warning as possible.
3. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a sighting of a suspicious object, the person would:

1. Notify Site Administrator immediately.
2. Do not touch the object but note any identifying features to describe it to the Site Administrator and emergency crews.

In all cases:

1. If the Site Administrator determines the need to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.
3. If you see any suspicious object, steer clear of it and report it to the Site Administrator and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

Explosion

If indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff will follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

STUDENT INCIDENT RESPONSE

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consist of individuals assigned by the site administrator or designee.

Allergic Reaction

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

1. If there is an imminent risk, call 911.
2. Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify Site Administrator.
4. Assist in getting “Epi” (Epinephrine) pens for individuals who carry them (usually in a backpack), and prescription medications (kept by health coordinator).
5. If an insect bites, remove the stinger immediately.
6. Assess the situation and help students/staff members to be comfortable.
7. Move students or adults only for safety reasons.

SITE ADMINISTRATOR ACTIONS:

1. If there is an imminent risk, call 911 (always call 911 if using “Epipen).
2. Notify parents or guardians.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

1. Keep an “Epipen in the school office and notify staff as to location.
2. Emergency health cards should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.

Opioid Overdose Response Protocol**STEP 1: Evaluate for Signs of Overdose.**

- a. All employees will be trained to recognize the following signs of an opioid overdose:
 - Unconsciousness or inability to awaken;
 - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
 - Fingernails or lips turning blue/purple.
- b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
 - Calling the person’s name;
 - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person’s upper lip.
- c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
- d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- e. If unresponsive, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: Call 9-1-1. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is “Someone is unresponsive and not breathing” and then report the specific address and/or description of the location on the campus where the person is located.

After relaying this information, follow the dispatcher's instructions. If appropriate, the 9-1-1 operator will instruct you to begin CPR.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

- a. If a person does not respond within 2-3 minutes after administering a dose of naloxone administer a second dose of naloxone.
- b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.
- c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.
- d. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

- a. Rescue breathing for adults involves the following steps:
 - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
 - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
 - Place your mouth over the person's mouth to make a seal and give two slow breaths.
 - Watch for the person's chest (but not the stomach) to rise.
 - Follow up with one breath every 5 seconds.
- b. Chest compressions for adults involve the following steps:
 - Place the person on his or her back.
 - Press hard and fast on the center of the chest.
 - Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO administer naloxone and utilize a second dose if no response to the first dose.

DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep them warm.

DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.

DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

SITE ADMINISTRATOR ACTIONS:

1. If there is an imminent risk, call 911 (always call 911 if using Naloxone).
2. Notify parents or guardians.
3. Administer medication
4. Observe for respiratory difficulty.

Death/Suicide

1. Siter Administrator will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. The Site Administrator will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize the media. Distribute media packages and/or make references to the appropriate school website that contains media information.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

1. Institute lockdown or evacuation protocol.
2. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in times of crisis.

Emergency personnel must be alerted as soon as possible to mitigate disaster.

3. If it is unclear as to whether or not an unfamiliar person is authorized on campus or an animal is truly vicious, contact the main office to assist with confirmation/clarification. Office staff can take appropriate action at that point (i.e., contact Police or animal control agency).

PUBLIC AGENCY ACCESS

Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services and AIMS Administrative Service Offices Personnel. AIMS will comply with all public agencies, such as the Red Cross, to establish the school building, school grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. AIMS shall cooperate with the public agency in furnishing and maintaining the services as the AIMS may deem necessary to meet the needs of the community.

GROUNDS FOR SUSPENSION AND EXPULSION

Out of school suspension is a disciplinary measure that must be executed when extreme safety concerns or egregious behavior have been displayed.

In the case of fights or other acts of violence, suspension is automatic.

With the exception of extreme concerns (at the determination of the School Administrators or their designate), generally, suspensions will not be more than two days.

In-School Suspension

Suspension - Out of school suspension is a last resort action. Buddy classroom placement should be utilized. Students should first have detentions and Saturday School prior to most suspensions. Parent shadowing should be used prior to most suspensions. In-house suspension should be used prior to most suspensions. In the case of fights or other acts of violence, suspension is automatic. Actions leading up to expulsion warrant suspension. With the exception of extreme concerns, suspensions shall not be more than two days.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five

school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the AIMS K12 shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AIMS K12 issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Suspension/Discretionary Expulsion Conduct

The School Administrator or designee may suspend from school or recommend for expulsion a pupil if he or she determines that the pupil has committed one of the following acts:

- A. **Physical Injury or Violence:** Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.
- B. **Dangerous Object:** Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the Site Administrator or the designee of the Site Administrator.
- C. **Drugs or Alcohol:** Unlawfully possessed, used, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- D. **Look-Alike Substance:** Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.
- E. **Robbery/Extortion:** Committed or attempted to commit robbery or extortion.
- F. **Property Damage/Vandalism:** Caused or attempted to cause damage to school property or private property, including electronic files and databases.
- G. **Theft:** Stolen or attempted to steal school property or private property.
- H. **Tobacco:** Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
- I. **Obscenity/Profanity/Vulgarity:** Committed an obscene act or engaged in habitual profanity or vulgarity.

- J. **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- K. **Receipt of Stolen Property:** Knowingly received stolen school property or private property
- L. **Imitation Firearm:** Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- M. **Witness Harassment or Intimidation:** Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- N. **Prescription Drug Soma:** Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- O. **Hazing:** Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- P. **Bullying/Electronic:** Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward pupil or school personnel.

1. **“Bullying”** means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:

- a) Placing reasonable pupil or school personnel in fear of harm to that pupil’s or school personnel’s person or property.
- b) Causing reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.
- c) Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.
- d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. **“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:

- a. A message, text, sound, video, or image.
- b. A post on a social network Internet Web site, including, but not limited to:
- c. Posting to or creating a burn page. **“Burn page”** means an Internet Web site created for the purpose of bullying.
- d. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). **“Credible impersonation”** means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- e. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). **“False profile”** means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- f. An act of cyber sexual bullying:
 - i. For purposes of this clause, **“cyber sexual bullying”** means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 subparagraphs (i) to (iv), inclusive, of paragraph (1). 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.
 1. For purposes of this clause, **“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.
 2. Notwithstanding subparagraphs (1) and (2) 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.
 3. **“Reasonable pupil”** means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- Q. **Sexual Harassment:** The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
- R. **Hate Violence:** The pupil has caused, attempted to cause, threatened to cause, or participated in a “hate crime.” “Hate crime” means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender,

nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

- S. **Harassment, Threats, or Intimidation:** The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- T. **Terroristic Threats:** The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
- I. Parents/Guardian will be notified in all cases of violations.
- II. Administration will determine discipline based upon the following criteria:
 - A. Seriousness of offense
 - B. Circumstances of situation
 - C. Student’s prior disciplinary records
 - D. Any other extenuating circumstances

Suspension Procedures

The site leaders are afforded a great deal of discretion in determining appropriate punishments, unless a mandatory expulsion offense is identified.

Even if suspension is deemed appropriate, the site administrator may opt for supervised in-school suspension.

If the School Administrator or Division Heads or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil’s parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

The School Administrator or Division Heads or designee shall report the suspension of the pupil, including the cause therefore, to the Superintendent.

A parent conference will be scheduled to discuss the matter with the School Administrators or designee. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension.

Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation. Assignments submitted late will receive no credit.

Expulsion Requirements

All 48900 offenses as spelled out in the California Education Code automatically warrant an expulsion hearing. Students may also be expelled for repeated excessive behavioral concerns. AIMS expulsion forms must be used in the process. Legal Timelines must be adhered to without exceptions. All relevant witnesses, teachers and administrators must be present at the hearing. Parents must be informed in writing of the expulsion. (This section also appears in the behavior section.)

Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under **“Suspension/Discretionary Expulsion”** (excluding disruption or defiance) will be referred to the School Administrator or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school’s discipline policies to ensure proper student conduct.

To determine whether or not an offense meets the guidelines for suspension or expulsion, the Superintendent and the School Administrator or designee will meet with the pupil and school employee who referred the pupil for discipline. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an “emergency situation” exists, the pupil may be excluded from this meeting. “Emergency situation” means a situation determined by the School Administrator or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil’s right to a conference.

Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Model Schools consider suspension and discretionary expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.

If a pupil has committed a suspension-eligible offense, then the school administrator has the authority to recommend expulsion. Expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the

safety of a member of the school community or significantly limits the ability of other students to effectively learn.

In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, AIMS K12 Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.

AIMS K12 will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to notify them of the terms of the expulsion.

Expulsion Hearings and Process

The School Administrator recommends expulsion by clearly defining the facts and situation in writing to the AIMS K12 Superintendent.

The AIMS K12 Superintendent decides whether or not to recommend expulsion to the Board.

Within 30 school days of a recommendation for expulsion from the Superintendent, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.

Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.

If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.

Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing by the Board Secretary and shall include:

- a. The date and place of the hearing.
- b. A statement of the specific facts and charges upon which the proposed expulsion is based.
- c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
- d. A notice of the parent, guardian, or pupil's obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
- e. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.

The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public,

unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.

The final action to expel a pupil shall be taken only by the Board in an open session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation must be sent by the board president or his or her designee to the pupil or the pupil's parent or guardian.

The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record subject to FERPA. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

Readmission to the Charter

An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion

occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an act of Mandatory Expulsion Conduct, the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case- by-case basis.

The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

Any pupil who has been expelled and who seeks readmission, must submit a request to the Board President in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.

Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil re-admittance into the school.

PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, site leadership will put an alert in Student Information System (SIS), Powerschool, indicating that the student has a Behavior Incident. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to keep the list confidential so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the school's authorizing district regarding students who have engaged in certain criminal conduct. This information is forwarded to the enrollment department. The enrollment department will place the alert in the Student's PowerSchool account for the of the student's teachers to see. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

HARASSMENT, DISCRIMINATION, AND BULLYING POLICY

AIMS K12 is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry,

nationality, national origin, religion, color, mental or physical disability, age, immigration status 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 it conducts or to which it provides significant assistance.

AIMS K12 believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. AIMS K12 prohibits any acts of discrimination, harassment, and bullying 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, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.

For additional information, please read the Section on School Code of Conduct and Disciplinary Procedures.

SCHOOL PROCEDURES/POLICIES

Notice of Regulations

The AIMS K-12 administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This plan describes expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Student Dress Code Policy

All students at AIMS, grades K-12, must adhere to the dress code while on the school campus. Teachers and administrators are responsible to ensure this code is adhered to. Students not in dress code will receive detentions and other applicable consequences.

Dress code K-5

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails

Dress code 6-8

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, uniform pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes

- No showing jewelry
- No makeup
- No artificial nails
- AIMS Swag on Fridays

Dress code 9-12

- Solid White or Navy polo or collar shirt
- Red AIMS Jacket
- Solid White or Navy sweater or jacket
- Solid White or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- Natural colored artificial nails no longer than you normal nail bed length
- AIMS SWAG may be worn daily

Parent Communication Policies

It is very important to ensure that communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the monthly calendar and the school website on a regular basis.

Communication is key to AIMS being a healthy environment for students and adults. Follow these tips to effectively communicate:

With Teachers:

Parents have an opportunity to meet with teachers at Back-to-School Night and Open House in the Fall.

Parents may receive personal phone calls or emails periodically from their child's teachers.

Parents will meet with teachers for a parent/teacher conference at least once each semester. All parents are encouraged to attend teacher conferences and/or to contact teachers to meet with them throughout their child's high school years.

Parents may contact teachers by written notes, phone calls, emails, or communicate through Parent Square.

Parents may also make an appointment to meet with the teacher during their scheduled preps or open "office hours," or according to the teacher's availability. We encourage all parents to be proactive in their communication with teachers, and not only when problems may arise.

You can contact a teacher by:

1. Calling the school and leaving a message on the voice mail system; the teacher will return your **call within 48 hours**
2. Writing a note to the teacher and sending it with your student

3. Sending an email or Parent Square
4. Making an appointment to meet with the teacher during their scheduled open “office hours,” or according to the teacher's availability.

With the School:

1. The AIMS website, AIMS Standard, and AIMS handbook contain answers to many of the questions parents and community members may have. Please consult these prior to contacting the school with questions.
2. Parents may contact the school with written notes, phone calls, or emails if they have questions or concerns, or make an appointment with the appropriate person to address your concerns.
3. Progress reports are given every three weeks, and must be signed by parent/ guardian(s) and returned to school.
4. Report cards will be distributed every nine weeks, and parents must meet with teachers if their student is failing or if teachers request a conference.
5. Student progress, grades, attendance are also available on PowerSchool. Grades are updated on a weekly basis.
6. AIMS Newsletters will be emailed via Parent Square.
7. Memos and flyers are sent home on an as needed basis.
8. Back-to-School Night, scheduled in the Fall, is an opportunity for parents/guardians to meet their child's teachers, to get an overview of grade level curriculum and expectations, and to learn more about the school from the School Administrator and your child’s teacher.
9. Family Advisory Council (FAC) is the vehicle for parents to learn on a monthly basis about school activities and meet to support those activities.
10. Local Control Accountability Plan (LCAP) is where stakeholders learn about the budget and to provide input.
11. School Site Council (SSC) is where decisions are made regarding Federal Funds
12. Board meetings are a time for the board to meet and discuss governance. Visitors are welcomed and protocols for behavior and structure must be followed by attendees.

With your child during the school day:

If you need to communicate with your child during school, call the office and leave a message for your child. That message will be given to your child. Please make all carpool or after school pick up arrangements with your child before the school day.

Parent Involvement Guidelines

The involvement of parents in the classroom or at the school is greatly encouraged. Along with being a school volunteer, parents may visit the classroom as an observer. Parents are welcome to request an observation period at any time.

However, teachers have the right to refuse unscheduled observation requests. The best way to plan an observation is to follow these procedures:

1. Schedule a date and time with the teacher by leaving a message for them in the main office or contacting them during their office hours.

2. Explain the purpose for the observation.

Note: Observation times may be limited. During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

Our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners in the road to student success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship, and work together to build a strong partnership.

To ensure the development of authentic and productive relationships with parents, AIMS K12 offers a variety of opportunities for you to be involved in the academic life of your child at the classroom and school levels. We further demonstrate our commitment to forging genuine partnerships with all parents by offering high-quality family services, including a comprehensive parent workshop program.

Ways to Participate at AIMS

Become a School Instructional Volunteer:

Throughout the school year opportunities will arise for you to volunteer in your student's classroom, in the school, and for special events. AIMS K12 encourages and welcomes your involvement and participation as a volunteer. We ask that you follow certain policies and guidelines as a school volunteer as outlined in the following section "School Volunteer Guidelines."

Family Advisory Council:

AIMS K12 has a Family Advisory Council (FAC), which serves as an advisory forum for parents to engage the AIMS K12 staff and other parents. The council will consist of the School Administrators, Parent Engagement Coordinator, teachers, other staff members, and parents. Students will also be encouraged to participate so that they may help shape school policy.

LCAP Advisory Committee And SSC:

The LCAP Advisory Committee and SSC recommends modifications to the strategic plan to reflect changing needs and/or priorities. Also, the LCAP Advisory Committee will provide input on: LCAP, SPSA curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar. The LCAP Advisory Committee and SSC will meet monthly during the academic year. Ultimately, the goal is to ensure that there is two-way communication between the school, parents and all its stakeholders.

Election of parent representatives and other community members are held during the fall of each school year. Nomination forms for parent and community members shall be distributed at each school site and sent home to parents. New members and alternates shall be installed by the October meeting.

Other special program/project committees may be established for specific purposes such as fundraising activities, special events, etc.

Participate in Parent Workshops:

Various Parent Workshops and school special events and activities will be held during the school year. Throughout the year the school may offer educational opportunities for the continuing education of parents/guardians. Such opportunities may include classes on parenting, health topics, open communication, job training, domestic violence, and English Language Development. Other opportunities include families having the option to attend DLAC, ELAC, Wellness and Family Advisory meetings. All meeting spaces and workshops are open to families.

School Volunteer Guidelines

Volunteer Procedures:

Any person interested in participating in a school's volunteer program must complete the volunteer application through the parent resources section on AIMS website:

<https://aimsk12.org/family-message..>

A volunteer for a single event that takes place for the duration of one day only does not need to submit an application but must be checked by a school administrator against the California Megan's Law online database at <http://www.meganslaw.ca.gov>.

The Parent Community Liaison must confirm and verify that the volunteer has met all requirements, including:

- Completed and signed volunteer application
- Megan's Law clearance
- Tuberculosis test clearance (no more than two years old)
- Live Scan Fingerprinting required

Volunteer applicants need to be fingerprinted only once during their volunteer service. AIMS adheres to the California State statutes pertaining to supervised volunteerism in public schools. Fingerprinting clearance by the FBI and the DOJ is required for the following persons:

- Persons providing direct instruction to students regardless of the number of hours engaged in such activity, even if supervised by a certificated employee
- Persons volunteering in any school for more than 16 hours per week, regardless of supervision
- Persons volunteering for less than 16 hours per week under general supervision and whose duties require significant contact with students, as determined by the school Site Administrator, including the following: unch supervision assistants/food handlers

School volunteers are required to sign in at the school office upon entering the campus and sign out when they exit the campus.

Volunteer Guidelines

Classroom and student work is always confidential. Please don't discuss student problems with anyone except the teacher or School Administrator. Try not to compare children within the classroom. Since there are as many methods as there are teachers, please do not compare different methods of teaching. There is no defined best way to teach. Work positively for the good of the school. Constructive criticism should be directed only to the supervising teacher or school administrator. When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher. Ask questions! If something is unclear, please ask for clarification. If you have any questions about

volunteer policies and procedures, please contact the Administrative Assistant to the School Administrator.

REPORTING OF DANGEROUS, UNLAWFUL, OR VIOLENT ACTIVITIES

AIMS takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of AIMS's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonously if necessary—to the Director of Schools. A report can be sent by a legible written note, by email, or by telephone to the following: 510-893-8701, natalie.glass@aimsk12.org. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that directly threatens or involves a potential loss of life should first be made to 9-1-1, immediately. AIMS shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each as necessary to ensure no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

CAMPUS SAFETY AND SECURITY

The school will train and maintain practices and procedures so that the campus is physically secure and safe.

Entrances and Exits

The site administrator should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the local streets, and to prevent students from crossing traffic unnecessarily

Releasing Students

AIMS K-12 employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order

served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the site administrator, site administrator's designee or Dean of Students before releasing the student.

Visitors Policy

All visitors to school sites must report to the school office when entering and receive authorization to visit elsewhere in the school site. While AIMS strongly encourages parent visits, classroom visits during school hours must be authorized by both the teacher and the administrator.

In registering as a visitor, the sign-in form should include spaces for the following information:

- Name
- His/her purpose for entering school grounds
- Destination within the school
- Time in and out

At his/her discretion, the site administrator, or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

AIMS employees from school campuses and the Home Office are strongly encouraged to notify the front desk upon arrival and should wear badges signifying that they are AIMS employees. However, formal visitor registration is at the discretion of the school site administrator or designee.

VIP Visitors accompanied by any AIMS management team member may be requested to register as a visitor at the discretion of the accompanying AIMS management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the site administrator, also subject to AIMS's visitor policy.

The site administrator or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The site administrator or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the site administrator or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the site administrator or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

FINGERPRINT POLICY

All employees of AIMS are fingerprinted and the prints are transmitted to the California Department of Justice and the Federal Bureau of Investigation for a criminal conviction records check. The employee will bear the cost of DOJ background checks. No employee will be permitted to perform any of the duties of his/her position until this processing has been completed and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff

SCHOOL CODE OF CONDUCT AND DISCIPLINARY PROCEDURES

AIMS K12 is committed to ensuring that employees and all individuals who work with or have contact with students conduct themselves with students in a way that is supportive, positive, professional, and non-exploitative. AIMS will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students.

At AIMS K12 we believe that by demonstrating respect for each other, we can create a safe, caring and cooperative environment that promotes learning and celebrates the uniqueness of all individuals. AIMS K12 believes that all students have the right to learn. No student has the right to choose behavior that infringes upon the rights of others. We recognize the primary role of parents as the first and best teachers of their children. We also recognize the partnership that needs to exist between home and school. Our discipline policy is designed to encourage students to acquire and apply acceptable behaviors because student behavior is a key component of school culture and sets the foundation for academic achievement.

We expect that all students behave in a respectful way toward their teachers, any adults, their classmates, and the property of others. Additionally, students will be treated and spoken to respectfully and with care.

With a focus on community building, it is our goal that every student possesses a clear understanding of how their actions affect others. While our larger goal is to discourage misbehavior preemptively, when it occurs, we use missteps as opportunities for learning and reflection. Schools have developed behavior expectations, procedures, and policies that are consistent with a positive discipline model in which we use both kindness and firmness to co-create relationships that include both care and accountability. Systematic positive praise, reinforcement of desired behaviors, and community building structures are

coupled with fair and equitable consequences for students who do not adhere to their responsibilities.

AIMS K12 Schools' approach to discipline includes: teaching school rules and social-emotional skills, reinforcing appropriate school behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences, and tracking discipline data to ensure that rules and consequences are being applied fairly to all students.

Upon enrollment and at the beginning of each school year, AIMS K12 families will each receive a copy of the Parent/Student Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the school's discipline policy. The plan may include, but are not limited to, day-to-day discipline including, school detentions, in-school suspensions, Saturday schools, disciplinary probation, and guidelines for suspension and expulsion. The student discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance. In addition, school staff members review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Positive consequences include privileges such as lunch with teachers and free dress. Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior.

Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Any student who engages in repeated violations of the school's behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the school's staff and the student's parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to,

suspension or expulsion.

AIMS K12 is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from school, sponsored activities

AIMS K12 will be a positive and progressive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct (see Code of Conduct area below) is created to be preventative. Teachers will use a range of lower-level consequences (nonverbal cues, conferencing with the student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Violations – that put students and/or the school in grave physical danger – will be considered grounds for expulsion according to Ed. Code 4900. Suspended students will also be responsible for making up all missed work within the specified timetable.

Student Behavior Expectations

At AIMS K12, students are held accountable for their behavior. No one student has the right to disrupt the learning environment of their fellow class members. Students are interested in their education and helping keep the focus on that main goal. Students are aware that they impact other students in the classroom, as they transition, participate in lunch and study hall, and stand in line.

With the instructions of their teachers, they choose to behave appropriately in those situations and others.

Students are expected to:

- Be diligent in their studies.
- Treat school property, private property, and other people with respect.
- Obey all school and classroom rules while at school, at District and school activities, and on the way to and from school.
- Follow all directions and directives given by any staff member.
- Dress according to the AIMS K12 dress code. All gang-related attire is prohibited.
- Use proper communication protocols to be heard and to not interrupt others.
- Not use foul language, or participate in bullying, name-calling, or fighting.

Students with Disabilities

Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of his/her disability.

Responses to Misbehavior of the Student Discipline Policy

- Warning
- Detention
- Behavior Contract
- a) Students who have repeated behavioral problems need to have a behavior contract that describes the behaviors the student is supposed to engage in as well as the consequences. Parents and students must sign the agreement, and there must be a follow up meeting within four to six weeks. A referral may be made to SST to address the repeated misbehaviors.
- b) Parent Conference
- c) Counseling
- d) Loss of privileges, extracurricular activities, etc.
- e) Sending a student to another classroom for a limited period of time.
- Behavioral referral forms will be completed by the teacher before sending a student out to a buddy classroom or to an administrator. The form will state why the student was sent, and what was done in the classroom to first stop the concern. A file of the forms will be kept in the office.
- f) Additional required hours at school: detention or Saturday School.
- g) Additional school work: extra homework, writing lines or copying materials, additional study/review.
- h) Community Service: clean, organize, take out trash, sweep, etc. AIMS k12 will provide gloves and necessary cleaning supplies as appropriate.
- i) Communication tools: Students will write letters of apology to their families/staff to discuss poor behavior/performance
- j) Confiscation of prohibited items.
- k) Suspension or Expulsion in extreme cases with leadership approval

Consequences Requirements: Consequences include the following: detentions, doubled detentions, banning from extra-curricular activities (like sports, dances), parent shadowing, removal from classroom, apology to class for misbehavior, apology to parents and teacher for misbehavior.

Detention

Detentions must be given until behavior improves. Detention forms must be used to ensure that the student, office, and teacher each have a copy. Detention sessions must be quiet and focused. Detentions are not optional at any level. See Additional Forms for a copy of a detention slip.

There are a variety of reasons a detention can be issued. These include, but are not limited to:

1. Tardiness
2. Cutting class
3. Not returning homework
4. Unsigned memo/detention/report card/etc.
5. Missing classroom materials
 - Disorganization
 - Incomplete classroom job
6. Speaking out of turn

7. Talking in class
8. Out of seat without permission
9. Not following directions
10. Food/Drinks/Gum/Candy
11. Throwing/Kicking/Hitting/Teasing

Saturday School

Saturday School is held weekly at each school site.

Saturday School can be separated into two categories: **Academic** and **Restorative Justice**, and **Academic Saturday School**.

Academic Saturday School may be assigned by any teacher or administrator, often as a disciplinary measure with regard to low grades, missing work, or absences.

Restorative Justice Saturday School is for behavioral concerns, and is often assigned by a staff member or administrator. Restorative Justice Saturday School can also be assigned automatically, by having two detentions in one week.

Academic Saturday School:

Evidence shows that increased academic instruction, tutoring, and study time can help support students in areas where they are struggling. For these reasons, as part of the AIMS Standard, we offer and may require students to attend Academic Saturday School in instances where academic concerns must be addressed.

Academic Saturday School may be issued under the following circumstances:

- Obtaining a C- or below in any academic quarter or semester
- To complete make-up assignments, projects, or assessments
- Any unexcused student absence or tardy truancy
- Placement on academic probation
- In need of improving their subject benchmark mastery, or statewide assessments
- At the discretion of the Teacher, Administrator, Parent/Guardian, or Student

Students will be assigned packets to complete any makeup school work, missing assignments, or to receive tutoring. Students should come to Saturday School prepared and ready to work.

Restorative Justice Saturday School:

Restorative Justice is a theory of justice that emphasizes repairing the harm caused by criminal behavior. It is best accomplished through cooperative processes that allow all willing stakeholders to meet, although other approaches are available when that is impossible. This can lead to transformation of people, relationships, and communities.

Students who have received two detentions in one week will attend Restorative Justice Saturday School. Students who have committed egregious violations of any part of the code of conduct will attend Restorative Justice Saturday School. Restorative Justice Saturday School may be assigned at the discretion of the School Administrator.

Dialogue and other Restorative Justice practices can be used so that students can learn to resolve conflicts on their own and in small groups. Students can be empowered to make better decisions. Students will participate in campus community service in order to encourage character building.

Absences from Saturday School:

Students may not be absent from Saturday School without a legitimate excuse and prior approval from an administrator. A legitimate excuse (lack of transportation, religious holiday, etc.) and a signed note from a parent or guardian are required for approval from an administrator or designee. Attending an AIMS or Non-AIMS sporting event or extracurricular activity is **not** a legitimate excuse to be absent from Saturday School.

Any unexcused Saturday school absence will result in an additional Saturday School. If unexcused absences continue, different disciplinary measures may occur.

Academic Saturday School Procedures:

Teachers will receive a memo to distribute to students on the Wednesday prior to the upcoming Saturday School. Students must submit their signed memo by the following school day.

Students may only work on homework after they have completed their assigned Saturday School work.

Parent-Teacher Conferences

Parent - Teacher conferences may be held as needed to allow parent, teacher, and student to address areas of concern and determine a course of action.

Social Probation

At the discretion of the School Administrator and/or designee, an AIMS K12 student may be placed on social probation, which is defined as a period of time in which a student is restricted from engaging in any AIMS K12 activities. Students can be placed on social probation for repeated disciplinary concerns or suspension.

Students on social probation may be prohibited from:

1. Attending or participating in any on or off campus athletic events
2. Prohibition of attending club meetings

Failure to adhere to the terms of social probation will result in a longer term of social probation or suspension.

Administrative Searches

AIMS may conduct searches of students and items under the student's control (e.g., locker, backpack,

purse) to ensure student and staff safety. Specifically, the purpose of these searches is to:

- Detect the possession of weapons or controlled substances
- Deter bringing weapons or controlled substances onto school grounds or during school activities
- Reduce the potential for violent incidents

Searches may be conducted under the following circumstances:

Searches based on reasonable suspicion. If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student.

The administrator must:

- Contact a parent or guardian and inform them of the search.
- Be able to articulate the reasons for his/her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime, rule, or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.

When conducting a student search based on reasonable suspicion, school administrators must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags and containers in the student's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school administrators of the same gender as the student searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same gender).
- The school can request law enforcement participation if necessary.

STUDENT SAFETY AND RESPONSIBILITY

School Cleanliness

Students have the responsibility of working to keep their campus clean. It is part of the AIMS Standard that we take pride in our campus and school, so AIMS K12 students should not only clean up after themselves, they should endeavor to leave the campus as clean as they found it at the beginning of the day.

Restroom Policy

1. By law, students must not be prohibited from using the restroom. However, AIMS K12 has the following guidelines in place to prevent students from abusing bathroom privileges: Except for cases of emergency, students should not use the restroom within the first and last 30 minutes of class. Students must also utilize their breaks and lunch periods and use the restroom during these times.
2. Students must sign in and out of the classroom when going to the restroom.
3. Inform the administrative assistant if the bathrooms are low or out of toilet paper, soap, paper towels, or toilet seat liners.
4. Students with medical related bathroom needs should complete a 504 plan with the school at their earliest convenience.

Administration of Medication

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as long as it is in accordance with law, AIMS K12 policies, and administrative regulations.

It is necessary for the District to have a written statement from the student's physician and a written statement from the student's parent/guardian before (1) a designated employee administers or assists in the administration of any prescribed medication to any student; or (2) any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours.

It is vitally important that parents fill out new student medication forms every fall in order to have the most current medication information, as well as the current status of any health conditions. A separate form is required for each medication. Please contact the school office for the required forms. Update these forms should any of the information change during the school year.

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as long as it is in accordance with law, and/or AIMS Board policies. AIMS K12 students may receive their medications from the front office or the school nurse. It is necessary for AIMS K12 to have a written statement from the student's healthcare provider and a written statement from the student's parent/guardian before:

5. A designated employee administers or assists in the administration of any prescribed medication to any student; or
6. Any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours.
7. Single dose over-the-counter medication, such as aspirin, ibuprofen, or cough drops, may be given to students, with prior consent from parents.

Medical Emergencies

If your child is in need of minor first aid, it will be administered in accordance with District first aid training. If medical attention appears to be necessary, but not required immediately, the parent/guardian or other emergency contacts listed will be contacted to pick the child up. Should immediate medical attention be necessary, the school will call an ambulance. If a person is suffering, or reasonably believed to be suffering, from an anaphylactic reaction, trained school personnel may use an epinephrine auto-injector to provide emergency medical assistance. Every effort will be made to contact the parent or other emergency contact person(s).

Immunizations and Other Health Requirements

To be admitted to school, children must be fully immunized in accordance with the law. Children shall be excluded from school only as allowed by law.

If you need assistance or information on free clinics, call the Alameda County Immunization Project at 510-267-3230.

Parents are required to provide documentation that their child has been immunized against the following:

Kindergarten–12th grade

Polio

4 doses meet the requirement, or

3 doses for ages 4–6 years if at least 1 was given on or after the 4th birthday or

3 doses meet the requirement for ages 7-17 if 1 dose was given on or after the 2nd birthday

Diphtheria, Pertussis, and Tetanus (DPT)

5 doses meet the requirement, or

4 doses meet the requirement for ages 4–6 years if 1 dose was given on or after the 4th birthday,

or

3 does meet the requirement for ages 7-17 if one dose was given on or after the 2nd birthday

Pertussis (Tdap)

1 dose given after 7th birthday is required for 7th grade students and students new to the district in grades 8-12.

Measles,Mumps,Rubella (MMR)

2 doses meet the requirement;both must be given on or after the first birthday (one dose can be measles vaccine only; 1 dose must be MMR)

3 doses meet the require Measles,Mumps, Rubella (MMR)

Hepatitis B

3 doses meet the requirement or 2 doses of 2-dose formulation meet the requirement for ages 11–15 (must be documented as a 2-dose formulation of Hepatitis B vaccine)

Varicella(chickenpox)

1 dose required in kindergarten through sixth grade (2010-2011 school year) or students under age 13 entering a California school for the first time, or
No dose is required if a physician or clinic has documented on the child's immunization card "had disease"

CAMPUS ENVIRONMENT POLICY

Weapons Policy:

Students, parents and teachers are forbidden to have weapons or look-alike weapons on campus. Possession of a firearm, whether loaded or unloaded, (including pellet-type guns) or other weapons such as pocket knives can carry severe disciplinary action up to permanent removal from AIMS K12.

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately.

Upon a finding that the student was in possession of a firearm, the school's governing board shall expel the student. The term of expulsion shall be one year.

Possession includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

Smoke-free Environment Policy:

AIMS K12 maintains a smoke-free environment, so smoking, including the use of vaping devices is not allowed on campus. Students who engage in smoking on campus are subject to disciplinary action.

Alcohol/Drugs Policy:

AIMS believes the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. For these reasons, these substances are prohibited on campus, and AIMS K12 will make every effort to assist students and families in reducing the use of these substances. AIMS perceives this effort to be an important step towards preventing violence, promoting school safety, and creating a disciplined environment conducive to learning.

Enforcement/Discipline:

The School Administrator or designee shall take appropriate action for violation of any of the policies concerning weapons, smoking, or possession, use or sale of alcohol and/or other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. School authorities may search students and school properties for the possession of alcohol and other drugs in accordance with law, Board policy, and administrative regulations.

Students possessing, using or selling alcohol or other drugs or related paraphernalia at school or at a school event shall be subject to disciplinary procedures, including suspension or expulsion in accordance with law, Board policy, and administrative regulations. Such students also may be referred to an appropriate rehabilitation program.

Confiscated Items Policy

Any and all Items that are not allowed according to AIMS K12 rules and policies will be confiscated. The administrators will keep the item until the parent/guardian comes to retrieve it. On the first confiscation, the student will receive one detention. On the second, they will receive an additional two. On the third, the student will receive an additional three detentions and in-house suspension.

Surveillance Cameras

For the safety of students and staff, surveillance cameras that include video only (no audio) are installed in several locations on AIMS K12 campuses. Surveillance cameras are not located inside any school bathrooms or locker rooms. Surveillance videos are viewed by school administrators and may also be viewed by police, as allowed by law, and used as evidence in disciplinary matters.

Suspension, Expulsion, and Involuntary Removal Policy

All schools within the AIMS family adhere to the following procedures with regard to student suspension, expulsion and involuntary removal. Though the AIMS K12 administration permits a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with each of the school's charters.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

UNIFORM COMPLAINT PROCEDURE

AIMS prohibits unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender,

gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55 or equity or compliance with Title IX, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

Complaint forms are available on the district webpage at aimsk12.org/ucp. You may contact the AIMS Ombudsperson via email ombudsperson@aimsk12.org or visit aimsk12.org/ombudsperson.



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): 02/20/2024

Item Details

Title of Item: Comprehensive Safe School Plan AIMS MS/AIPCS II
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 3/1/2024

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: _____

Coversheet

Comprehensive Safe School Plan (CSSP) HS

Section:	II. Action Items
Item:	E. Comprehensive Safe School Plan (CSSP) HS
Purpose:	Vote
Submitted by:	
Related Material:	CSSP AIMS HS 2024-25.pdf AIMS Board Submission Cover Letter.pdf



COLLEGE PREP

HIGH SCHOOL

Comprehensive School Safety Plan (CSSP)

AIMS College Prep High School
Lakeview Campus

746 Grand Ave.
 Oakland, CA 94610
 Phone: (510) 220-5044
 Fax: (510) 893-0345

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INTRODUCTION

AIMS K-12 College Prep Charter District is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this School Safe Plan covers AIMS policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

AIMS College Prep High School is located near Lake Merritt. The campus serves over 400 inner city kids and about 40 faculty and staff members. The school is near the Grand Lake Theater neighborhood and is next to the 580 freeway. We co-share our campus with offices from the Oakland Unified School District. Due to the school's location there are various types of threats and the goals set forth are to diminish those threats and to continue to provide safety for our students. Some students walk to school or take public transportation. A majority of families pick up and drop off their students. So it is important that we review and train parents on the drop off and pick up procedures on a yearly basis.

Goal #1: Review with families Pick-Up and Drop Off Procedure

Goal #2: Installing Security Cameras

Goal #3: Continue to provide Annual Trainings for Staff (Active Shooter, Lockdown, Earthquake, CPR First Aid)

Goal #4: Working with District Personnel to ensure our campus is kept safe and secure

Following any emergency, notify the Site Administrator: 510-220-5044

SAFE SCHOOL PLAN COMMITTEE

The undersigned members of the AIMS Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Safe School Plan. The purpose of listing the safety committee is to show that the school has thought through all the various aspects of emergency preparedness involving various stakeholders at the site.

First Name	Last Name	Role	Signature
Shemika	Lilly	Parent	
Rosa	Vargas	Parent	DocuSigned by: 
Shelly	Chen	Parent	ECE46BAAD084C6... DocuSigned by: 
Esperanza	Oden	Student	5B466E6987424FC... DocuSigned by: 
Sorunraksar	Chhun	Student/SGA President	B7B444366B6F411... DocuSigned by: 
Hershey	Bautista	Teacher	EC5436BA43B6451...
Issam	Girgis	Teacher	DocuSigned by: 
Natalie	Glass	Director of Schools	C241BB77DBA40F... DocuSigned by: 
Chaniel	Clark	Head of Academics	B7263FA7B6EB4AE... DocuSigned by: 
Brenda	Nixon	Dean of Students	2D0B26A2CDB9491... DocuSigned by: 
Jason	Perry	Facilities & Maintenance Coordinator	2784DE31BFC34E0... DocuSigned by: 
Marisol	Magana	Health & School Support Services Director	DocuSigned by: 
Vinson	Ma	Technology Clerk	5D801072871643A... DocuSigned by: 

Plan Approved on: 2/26/24

CHILD ABUSE REPORTING POLICY

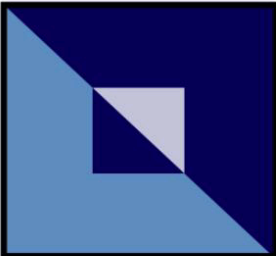
Child abuse includes: physical abuse, sexual abuse (including both sexual assault and sexual exploitation), extreme emotional abuse, willful cruelty or unjustified punishment, unlawful corporal punishment or injury that is willfully inflicted, resulting in a traumatic condition, and/or neglect (including both acts and omissions). Child neglect is defined as negligent treatment which threatens a child's health or welfare.

In accordance with Sections 11164-11174.3 of the California Penal Code, all certificated employees, employees of child care centers, instructional aides, teacher's aides, teacher's assistants, and classified employees who have been trained in the duties imposed by this law and are considered to be mandated reporters. Any one of these specified employees who knows or reasonably suspects that a child has been a victim of a child abuse and/or neglect incident must do the following:

- 1) Report the incident to a child protective agency (i.e., Department of Children and Family Services), the Police (not School Police), or Sheriff's Department, County Probation Department, or a County Welfare Department immediately by telephone.
- 2) Send a written report of the incident to the same agency within 36 hours. Although the Penal Code obligation to report applies to the aforementioned employees only, it is the policy of AIMS that all employees shall comply with the law's reporting procedure whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

Additionally, teachers and counselors are legally bound required to immediately inform a parent and/or authority and report the following instances to the Site administrator or designee, who will contact law enforcement and/or the student's parent/guardian in accordance with the law: (1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; (2) when a student indicates he or she is going to physically harm another person or jeopardize another person's life or has knowledge that another person's well-being is threatened; (3) when a student indicates he or she is being physically and/or emotionally abused; (4) when a student indicates he or she has committed a felony.

Child Abuse Mandated Reporting Form



CALIFORNIA MANDATED REPORTING EASY STEPS... WHAT MUST BE REPORTED and HOW TO REPORT!

What Must be Reported:

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The mandated reporter must only have *reasonable suspicion* that a child has been mistreated; no evidence or proof is required prior to making a report.

The case will be further investigated by law enforcement and/or child welfare services.

How to Report:

By Phone: Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff’s department.

1. Child Welfare Services phone # 510-259-1800
2. Police Department phone # 510-777-3333
3. Sheriff’s Department phone # 510-272-6878

In Writing: Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

Other information:

- Safeguards for Mandated Reporters:
 - The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
 - Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.
- Failure to report:
 - Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.
- For the complete law and a list of mandated reporters refer to California Penal Codes 11164 -11174.3.

This document and Mandated Reporting information can be found at www.mandatedreporterca.com

EMERGENCY DISASTER PROCEDURES & DRILLS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated ideally at an all school staff meeting just when the teachers return to duty.

A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

The Department of Homeland Security (DHS): <http://www.dhs.gov>

Federal Emergency Management Agency (FEMA): <http://www.fema.gov>, <http://www.ready.gov>.

Federal Communications Commission (FCC): <http://www.fcc.gov>.

The United States Department of Education (USDE): <http://www.rems.ed.gov>.

California Office of Emergency Services (OES): <http://www.calema.ca.gov>.

California Department of Education (CDE): <http://www.cde.ca.gov>.

American Red Cross: <http://www.redcross.org>

Pacific Gas and Electric Company (PG&E): <http://www.pge.com>.

Vector Solutions: <https://aimsk12-ca.safeschools.com/>

What follows is information taken from the aforementioned resources and incorporated into selected topics which are necessary components for the development of a comprehensive safety program that satisfies the mandates of the CDE.

Staff Responsibilities

In the event of an Emergency Alert System (EAS) individuals on the school site have the following responsibilities:

Site Administrator

- Sound appropriate alarm to evacuate or shelter in place.
- Following evacuation procedures check the building to ensure that all students, personnel and visitors have left the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Central Office and your local county office informed and, if necessary, set up telephone communication at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.
-

Admin Assistant

- Assist and take direction from the Site Administrator.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

Custodial/Maintenance

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

Drills

Drills are designed to prepare students and staff for real world crisis situations but in no way can account for all possible varieties of catastrophe or threat. It is the site administrator's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. Those drills are:

- **Fire Drill:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
 - **Elementary:** once per month
 - **Middle school:** four times per school year
 - **Secondary:** twice per school year
 - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.
- **Lockdown/Shelter in Place:** Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
 - **Elementary:** once per quarter
 - **Secondary:** once per semester
 - Lockdown/Shelter in Place drills should be run according to a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.
- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
 - **Elementary:** once per quarter
 - **Secondary:** Once per semester
 - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

Situations may/will arise during a crisis that require a combination of actions be taken such as “lockdown” followed by “evacuation”. While constructing a safety plan it is important to keep this in mind. Prepare and drill in a manner in which flexibility and adaptability come into play as the dynamics of a potential crisis evolve.

Drill Schedule

Month	Fire	Earthquake	Lockdown
August	8/19-8/24	8/19-8/24	
September	9/16/24-9/20/24		9/16/24-9/2/24
October	10/14/24-10/18/24	10/14/24-10/18/24	
November	11/11/24-11/15/24		11/11/24-11/15/24
December	12/15/24-12/20/24	12/15/24-12/20/24	
January	1/13/24-1/17/24		1/13/24-1/17/24
February	2/10/24-2/15/24-	2/10/24-2/15/24	
March	3/9/24-3/15/24		3/9/24-3/15/24
April	4/20/24-4/26/24	4/20/24-4/26/24	
May	5/11/24-5/17/24		5/11/24-5/17/24
June	6/9/24-6/13/24	6/9/24-6/13/24	

*Drills will be held sometime during the mentioned dates. There will be no warning of the drills. The above schedule is subject to change without notice.

Homeland Security Procedures

Homeland Security procedures are established to promote the safety of children and adults during a period of national or local emergency. The DHS (FEMA) and California OES are responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated.

The Emergency Alert System (EAS) is a national public warning system that requires TV and radio broadcasters, cable television systems, wireless cable systems, satellite digital audio radio service (SDARS) providers, direct broadcast satellite (DBS) service providers and wireline video service providers to offer to the President the communications capability to address the American public during a national emergency. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and

emergency weather information targeted to a specific area. EAS also includes a system of sirens strategically positioned throughout the school's area that can serve as a warning of impending disaster.

Announcements made via the EAS include:

1. This is a Test
2. Severe Thunderstorm Warning
3. Tornado Warning
4. Hurricane Preparations Ordered
5. Evacuation Ordered
6. Shelter-in-Place for a Security Incident
7. Shelter-in-Place for a Hazardous Material Incident
8. All Clear

Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are able to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the announcement/sound of an EAS "Alert" signal:

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Admin assistant will tune to local news via applicable means.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the office for instructions.

At the announcement of an EAS "Shelter in Place" message:

- Children outside of class will return to their assigned classrooms.
- If necessary, teachers will direct students and themselves under desks or tables.
- Close all doors and windows.

At the announcement/sound of an EAS "All Clear" signal:

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- If an evacuation is found necessary, the site administrator will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures will be sent home with students.

Communication Plans

911 Calls	<ul style="list-style-type: none"> • When placing a 911 call: give your name, school name, and school address • Give specific location of shooter, intruder, fire, hazardous material or other emergency • Indicate location of incident command post
Mass Notification to Parents	<u>During an emergency:</u> Parent square notification, mass text message, mass phone message
	<u>After an emergency:</u> Mass phone call, mass text, Parent square notification, memos

Contingency Plans (Communication and Electrical)

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

Parent square notification, Social media account, staff radios and intercom

If no Internet service:

Mass phone call, mass text message, Staff will communicate through radios and intercom

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

Heating. Lights, food service refrigerators, Computer system

Emergency Procedures

All classrooms should have the evacuation plan & maps posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities. Below are suggested roles and procedures:

1. The Site Administrator assesses the situation.
2. Site Administrator notifies all staff of the emergency via applicable communications device(s).
3. Assigned person calls 911.
4. Assigned person notifies the Central Office.
5. Site Administrator or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on the first floor are

- empty after escorting students to their assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
 8. Assigned person(s) ensures the common areas are empty.
 9. Assigned person(s) greet, organize and comfort students outside the building.
 10. Each teacher takes the role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Site Administrator.
 11. Assigned person(s) will direct students who need first aid to an assigned location.
 12. The Site Administrator determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcements via applicable communications device(s).
 13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
 14. All classroom teachers will ensure that students are released to guardians' care.
 15. In the case that counseling services are subsequently needed by any students, the Site Administrator and an assigned person will coordinate that effort.
 16. In the case that media coverage is an issue, the Site Administrator and an assigned person will control and organize press releases and media requests. Pre-made media packages/documents are recommended for distribution to concerned sources/media personnel. Such packages will include general information about the school location, number of students, grade levels, layout, etc.

Fire Procedures

- Evacuate the buildings immediately for any fire or suspected fire.
- Sound alarm if it has not already been done.
- Call 9-1-1, identify the problem, school building address and location of fire (if known).

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

- P Pull safety pin from the handle
- A Aim at the base of the fire
- S Squeeze the trigger handle
- S Sweep from side to side

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- Upon arrival, the Fire Department will assume command.
- The Site administrator or designee will be accountable for teachers and school district staff. Teachers will be accountable for students.
- Notify the Superintendent's Office.

Fire Evacuation Procedures

AIMS will conduct and log monthly fire drills using the procedures outlined below.

Teachers

Before Drill or Emergency:

Note locations of fire extinguishers throughout the school.

- a) Review these exit procedures with your class and clearly explain your expectations.
- b) Designate two classroom leaders who can be relied on to give instructions in case a teacher is injured during a fire.
- c) Designate one student to lead your class to the assigned assembly point. Teachers will be the last ones out of the classrooms, so it is important that your student leader knows exactly where he/she is going -- walk the student leader through the steps before the drill.
- d) If students are not in the classroom when fire alarm sounds, instruct students to immediately exit to the class' designated assembly point, join their class, and check in with the teacher.

DURING DRILL OR EMERGENCY:

- a) Take your class list, fire drill procedures, evacuation maps, walkie, First Aid Kit, and stop sign with you.
- b) Upon hearing the alarm, instruct your students to quickly leave the building in a single file, orderly line. Running causes panic and is not allowed.
- c) Students must be SILENT.
- d) Use of elevators during an emergency is prohibited.
- e) Teachers leave the classroom last. Close the door and turn off your lights. Administrators will view this as a signal that your classroom is evacuated successfully and completely.
- f) When using the stairwells, classes must descend in a single file line. Overtaking other classes or individuals is not permitted.
- g) Teachers need to assemble students in single file lines and exit their classes according to the evacuation map and assembly location map.
- h) Teachers and students should follow the exit route in a calm and orderly fashion to their assigned assembly point
- i) Once at the assembly point, count students and take roll to ensure that every student is present.
- j) Hold up the red sign if you are missing any students. Inform the Site administrator or designee or members of the Fire or Police Services if any students are missing. Hold up the green sign to indicate that all of your students are accounted for and safe.
- k) No one is to re-enter the building until told to do so by the Fire Service or the Site administrator or designee. Wait for an **“All Clear”** signal to be given by a member of the Fire or Police Services or a Site administrator or designee.

- l) Students cannot leave campus unless they are with an emergency services worker and have notified their teachers and the Site administrator or designee of their departure.
- m) No student is to leave campus with guardians until the “**All Clear**” signal is given by a member of the Fire or Police Services.
- n) Once the “**All Clear**” signal is given, teachers must keep students assembled and supervised. Make note of students who leave campus with their guardians.

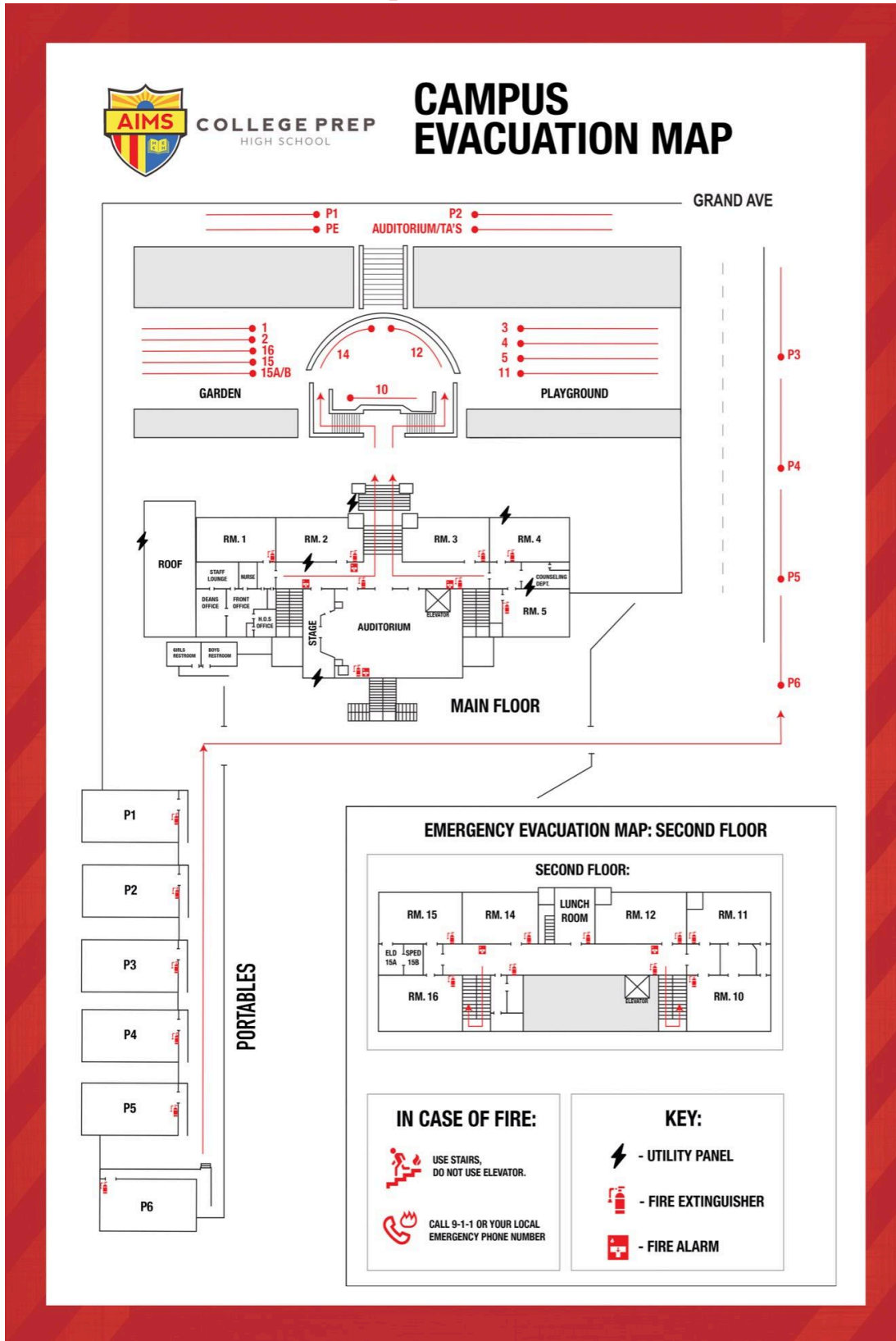
Students, staff and visitors with mobility difficulty will move to the exit furthest from the incident and wait for 1st responders to assist with evacuation. Only in an absolute emergency is it necessary for staff or others to remove without the help of 1st responders.

Oakland Fire Department Fire Station #10
172 Santa Clara Avenue
Oakland, CA 94610
Emergency: (510) 444-1616
Non-Emergency: (510) 444-3322

Site Administrator

- Order an evacuation if the fire alarm doesn't work and call 9-1-1
- Confirm school wide clearance for all floors
- Check-in with other administrators and report missing persons to a member of the Fire or Police Department immediately.

Site Evacuation Routes & Maps





First Aid

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consist of individuals assigned by the site administrator or designee.

Site Lockdown Procedures

AIMS will conduct and log at least two lockdown drills per academic year.

Lockdowns may be called for any number of reasons, here are just some that may come up.

- A person on campus that has not identified themselves as a guest or parent.
- A person on campus that intends to do harm
- An animal that is aggressive or is sick foaming at the mouth etc.
- A lockdown called by local law enforcement due to outside threats.
- A chemical spill or fire nearby.

The site Administrator will make the call to start the lockdown, in most cases. Exceptions are Active Shooter and other situations where time is of the essence.

Once a lockdown is called:

- Make sure your students are in the classroom and away from the door and windows seated on the floor in the corner furthest from the door.
- LOCK the door, close your blinds
- If you see the threat CALL 911 and give the
 - dispatcher details of the threat
 - Give your name and current location (classroom, office, etc)
 - Give the school address (746 Grand Ave. Oakland, CA 94610)
 - Answer any questions the dispatcher asks
 - STAY ON THE LINE AS LONG AS YOU SAFELY CAN.
- Do not exit the room for any reason until given the “ALL CLEAR”
- Do not let students exit the room to use the restroom or for any other reason.
- If it’s an active shooter law enforcement will go room to room escorting classes and staff from the building.
- Additional instructions will be given after the all clear is given.

Upon hearing shots or being alerted to an event involving serious violence on campus:

ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.

After receiving a lockdown notification:

1. **Teachers** are to:
 - a. Quickly glance outside the room and direct students or staff members from the hall into the classroom immediately.
 - b. Close and lock classroom doors. The front door will be locked by an administrator.
 - c. Place students against the wall so that students are not visible to an intruder looking through the door or windows.
 - d. Locate and hold on to the roll book to account for students if an evacuation becomes necessary.
 - e. Turn out the lights.
 - f. Keep students quiet and maintain a calm atmosphere in the classroom, keeping alert to emotional needs of students.
 - g. Have cell phones and/or laptops accessible to receive announcements/updates from administration and police officers.
 - h. Keep all students in the classroom until an “All Clear” has been announced through the communication system (ie. walkie talkies/intercom,).

2. **Students** should know:
 1.
 - a. To remain calm and to immediately follow all directives of classroom teachers or administrators.
 - b. To go to the room nearest their location in the hallway.
 - c. That no one will be able to leave the room for any reason.
 - d. That silence must be maintained (students cannot use cell phones).
 - e. To make sure they are marked present if an evacuation occurs.
 - f. To not leave the classroom until directed to do so by the classroom teacher, administrator, or police officer.

Staff should also note the following:

- Administrators will use walkie talkies and cell phones to communicate to teachers and staff. Other clerical staff will deliver messages as needed and work with the Site administrator or designee and Police Services.
- Upon notification of a lockdown, physical education teachers will keep students off-site and remain at their off-site PE location until they receive an All-Clear via cell phone text, walkie talkie or direct call.
- If teachers or students are in the bathrooms, they should move to a stall, lock it, and stand on the toilet until hearing an All-Clear signal
- Anyone in the hallway should move to the closest classroom immediately.
- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown.

- If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll for all students present in class. Missing students or staff should be reported to administration or law enforcement officers immediately.
- When the emergency is over, a coded "all clear" will be announced.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

The Lockdown/Active Shooter

According to the United States Department of Homeland Security, there are three responses to an Active Shooter scenario – Run, Hide or Fight. It is incumbent upon the Site Administrator to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. Which option the school leader chooses is based on where you are when you hear the shots or when you are made aware that there is a perpetrator on site prepared to discharge a firearm. AIMS directs that if a shooting takes place the first priority is to shelter students and staff from danger.

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute “lockdown” or “evacuation” protocol.
 - *If the threat on the inside is greater than the threat on the outside – evacuate (run)*
 - *If the threat on the outside is greater than the threat on the inside – lockdown (hide)*
 - *If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight)*

Once a decision has been made to lockdown, do not break lockdown protocol until the entire lockdown has been released.
3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
Note: Students should be provided age appropriate training in advance of what to do in an active shooter (intruder on campus) scenario.
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.

Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.

5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.

Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.

6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

Site Emergency Procedures for Special Needs Students

1. Students/Staff and visitors in Wheelchairs will move to the exit furthest from the incident and wait for 1st responders to assist with evacuation. Only in an absolute emergency is it necessary for staff or others to remove without the help of 1st responders.
2. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
3. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a. wheelchair on a daily basis
 - b. specialized equipment
 - c. physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Assigned Specialist is responsible for:
 - a. identifying all students who will require additional assistance
 - b. working with the designated certificated staff (classroom teachers) and the site administrator to ensure that coverage and a plan is completed for each student

*** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher’s emergency materials. (class roster, etc.)

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		

<p>Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below)</p>
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DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom. Nothing in these guidelines should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in times of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.

Fire

1. Site Administrator, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, pick up emergency card binder and student medication and leave the building prepared to phone parents of any injured child.
3. Custodian or Site Administrator will sound the fire alarms.
4. Staff will follow evacuation procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

1. Utilize solid desks and tables for cover from falling objects and debris.
2. Turn away from windows.
3. Utilize solid interior walls and archways.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, the Site Administrator or office manager sounds alarms to evacuate the building.
7. Staff to follow evacuation procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to seek cover again soon after the initial quake due to aftershocks.
5. Staff to follow evacuation procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via the EAS. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The Site Administrator will assess the situation and make an announcement via applicable communication device(s) to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

(UTILITY SERVICE FAILURE – custodial staff should familiarize themselves with the appropriate service provider numbers and websites. Be able to identify pole numbers and which service provider is using them, i.e. electric company versus cable company, etc.)

Electrical Failure

1. Site Administrator and/or custodian notify the appropriate electrical company (PG&E)
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Site Administrator and/or Facilities Coordinator notify PG&E.
2. Site Administrator and/or Facilities Coordinator notify the Fire Department.
3. Staff to follow the evacuation procedures previously described.

Water Main Break

1. Site Administrator and/or Facilities Coordinator immediately notifies the local water control authority.
2. Maintenance shuts off water.
3. The Site Administrator determines if it is necessary to follow the emergency procedures to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify the school office and APS headquarters.
3. Have maintenance turn off pressure to drinking fountains and sinks.
4. Contact Water District

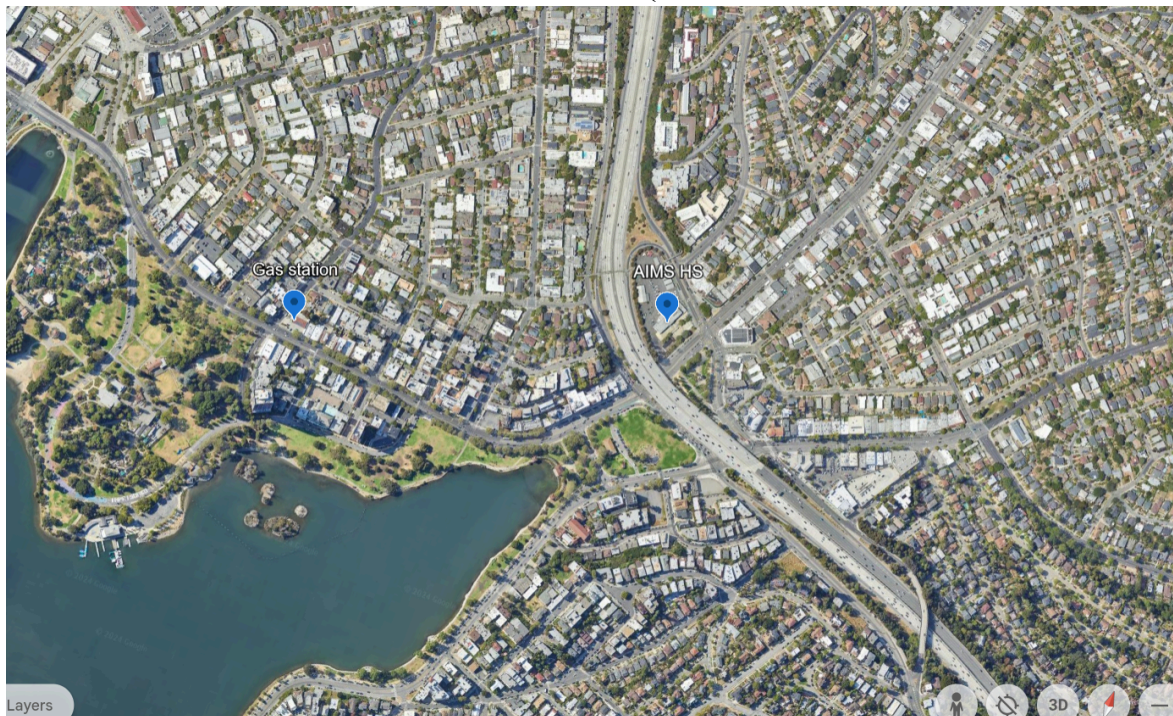
Chemical Spill/ Incident

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify Facilities Coordinator of the incident - contact 911 if necessary.
4. Maintenance/Custodian staff will review SDS to ensure proper clean up

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Site Administrator will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Below is the locations of known chemical users (more than the normal residential user)**Lockdown/Active Shooter/Tactical Response**

Weapon - A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

Several strategies/philosophies exist in relation to how to properly respond to school site violence (Run- Hide-Fight, etc.). In the wake of many notable campus shootings, both public and private entities have devised different courses of action to take in the event of the “worst case scenario” (refer to list of sources located at the beginning of the Emergency Preparedness section). It is incumbent upon the Site Administrator to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. Which option the school leader chooses is based on where you are when you hear the shots or when you are made aware that there is a perpetrator on site prepared to discharge a firearm. AIMS K-12 directs that if a shooting takes place the first

priority is to shelter students and staff from danger.

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in times of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute “lockdown” or “evacuation” protocol.
 - a. If the threat on the inside is greater than the threat on the outside – evacuate (run)
 - b. If the threat on the outside is greater than the threat on the inside – lockdown (hide)
 - c. If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight)

Once a decision has been made to lockdown, do not break lockdown protocol until the entire lockdown has been released.

3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.
6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

Response during School Related Functions to Weapons/Active Shooter

- Call 9-1-1.
- Stay calm and avoid confrontation if possible.
- Obtain good description of individual and the type of weapon he/she has.
- Notify school administrator or designee as soon as possible.
- Take safety measures to protect yourself and others.
- Inform police of your observation and be prepared to write a statement.

(PE or field trips) during a lockdown/active shooter will be instructed to stay off campus at a safe location until the “all clear” is announced of staff/law enforcement can make contact and advise.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Site Administrator immediately.
2. Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”. Danger may be imminent. Emergency responders need as much warning as possible.
3. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a sighting of a suspicious object, the person would:

1. Notify Site Administrator immediately.
2. Do not touch the object but note any identifying features to describe it to the Site Administrator and emergency crews.

In all cases:

1. If the Site Administrator determines the need to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.
3. If you see any suspicious object, steer clear of it and report it to the Site Administrator and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

Explosion

If indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff will follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.

2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

STUDENT INCIDENT RESPONSE

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consist of individuals assigned by the site administrator or designee.

Allergic Reaction

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

1. If there is an imminent risk, call 911.
2. Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify Site Administrator.
4. Assist in getting “Epi” (Epinephrine) pens for individuals who carry them (usually in a backpack), and prescription medications (kept by health coordinator).
5. If an insect bites, remove the stinger immediately.
6. Assess the situation and help students/staff members to be comfortable.
7. Move students or adults only for safety reasons.

SITE ADMINISTRATOR ACTIONS:

1. If there is an imminent risk, call 911 (always call 911 if using “EpiPen”).
2. Notify parents or guardians.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

1. Keep an “EpiPen in the school office and notify staff as to location.
2. Emergency health cards should be completed by parents for each child and should be easily accessible by school personnel.

3. Provide bus drivers with information sheets for all known acute allergic reactors.

Opioid Overdose Response Protocol

STEP 1: Evaluate for Signs of Overdose.

- a. All employees will be trained to recognize the following signs of an opioid overdose:
 - Unconsciousness or inability to awaken;
 - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
 - Fingernails or lips turning blue/purple.
- b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
 - Calling the person's name;
 - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
- c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
- d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- e. If unresponsive, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: Call 9-1-1. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 9-1-1 operator will instruct you to begin CPR.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

- a. If a person does not respond within 2-3 minutes after administering a dose of naloxone administer a second dose of naloxone.
- b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.
- c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.

- d. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

- a. Rescue breathing for adults involves the following steps:
 - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
 - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
 - Place your mouth over the person's mouth to make a seal and give two slow breaths.
 - Watch for the person's chest (but not the stomach) to rise.
 - Follow up with one breath every 5 seconds.
- b. Chest compressions for adults involve the following steps:
 - Place the person on his or her back.
 - Press hard and fast on the center of the chest.
 - Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO administer naloxone and utilize a second dose if no response to the first dose.

DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep them warm.

DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.

DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

SITE ADMINISTRATOR ACTIONS:

1. If there is an imminent risk, call 911 (always call 911 if using Naloxone).
2. Notify parents or guardians.
3. Administer medication
4. Observe for respiratory difficulty.

Death/Suicide

1. Site Administrator will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. The Site Administrator will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize the media. Distribute media packages and/or make references to the appropriate school website that contains media information.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

1. Institute lockdown or evacuation protocol.
2. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in times of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.
3. If it is unclear as to whether or not an unfamiliar person is authorized on campus or an animal is truly vicious, contact the main office to assist with confirmation/clarification. Office staff can take appropriate action at that point (i.e., contact Police or animal control agency).

PUBLIC AGENCY ACCESS

Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services and AIMS Administrative Service Offices Personnel. AIMS will comply with all public agencies, such as the Red Cross, to establish the school building, school grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. AIMS shall cooperate with the public agency in furnishing and maintaining the services as the AIMS may deem

necessary to meet the needs of the community.

GROUNDS FOR SUSPENSION AND EXPULSION

Out of school suspension is a disciplinary measure that must be executed when extreme safety concerns or egregious behavior have been displayed.

In the case of fights or other acts of violence, suspension is automatic.

With the exception of extreme concerns (at the determination of the School Administrators or their designate), generally, suspensions will not be more than two days.

In-School Suspension

Suspension - Out of school suspension is a last resort action. Buddy classroom placement should be utilized. Students should first have detentions and Saturday School prior to most suspensions. Parent shadowing should be used prior to most suspensions. In-house suspension should be used prior to most suspensions. In the case of fights or other acts of violence, suspension is automatic. Actions leading up to expulsion warrant suspension. With the exception of extreme concerns, suspensions shall not be more than two days.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the AIMS K12 shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AIMS K12 issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Suspension/Discretionary Expulsion Conduct

The School Administrator or designee may suspend from school or recommend for expulsion a pupil if he or she determines that the pupil has committed one of the following acts:

- A. **Physical Injury or Violence:** Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon another person, except in self-defense. A pupil who aids or abets in infliction of physical injury to another may be suspended but not expelled.
- B. **Dangerous Object:** Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from the Site Administrator or the designee of the Site Administrator.
- C. **Drugs or Alcohol:** Unlawfully possessed, used, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- D. **Look-Alike Substance:** Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person a replica substance.
- E. **Robbery/Extortion:** Committed or attempted to commit robbery or extortion.
- F. **Property Damage/Vandalism:** Caused or attempted to cause damage to school property or private property, including electronic files and databases.
- G. **Theft:** Stolen or attempted to steal school property or private property.
- H. **Tobacco:** Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.
- I. **Obscenity/Profanity/Vulgarity:** Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- K. **Receipt of Stolen Property:** Knowingly received stolen school property or private property
- L. **Imitation Firearm:** Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- M. **Witness Harassment or Intimidation:** Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- N. **Prescription Drug Soma:** Unlawfully offered, arranged to sell, negotiated to sell, or sold the

prescription drug Soma.

- O. Hazing:** Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- P. Bullying/Electronic:** Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined herein, directed specifically toward pupil or school personnel.

1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils or school personnel that has or can be reasonably predicted to have the effect of one or more of the following:

- a) Placing reasonable pupil or school personnel in fear of harm to that pupil’s or school personnel’s person or property.
- b) Causing reasonable pupil or school personnel to experience a substantially detrimental effect on his or her physical or mental health.
- c) Causing a reasonable pupil to experience substantial interference with his or her academic performance, or school personnel with his or her job performance.
- d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. “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:

- a. A message, text, sound, video, or image.
- b. A post on a social network Internet Web site, including, but not limited to:
- c. Posting to or creating a burn page. **“Burn page”** means an Internet Web site created for the purpose of bullying.

d. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). **“Credible impersonation”** means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

e. Creating a false profile for the purpose of having one or more of the effects listed in paragraph

(1). **“False profile”** means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

f. An act of cyber sexual bullying: i. For purposes of this clause, **“cyber sexual bullying”** means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 subparagraphs (i) to (iv), inclusive, of paragraph (1). 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.

1. For purposes of this clause, **“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.
2. Notwithstanding subparagraphs (1) and (2) 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.
3. **“Reasonable pupil”** means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Q. **Sexual Harassment:** The pupil has committed sexual harassment. The harassing conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.

R. **Hate Violence:** The pupil has caused, attempted to cause, threatened to cause, or participated in a “hate crime.” “Hate crime” means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

S. **Harassment, Threats, or Intimidation:** The pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

T. **Terroristic Threats:** The pupil has made terroristic threats against school officials or school property, or both. For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a

gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

- I. Parents/Guardian will be notified in all cases of violations.
- II. Administration will determine discipline based upon the following criteria:
 - A. Seriousness of offense
 - B. Circumstances of situation
 - C. Student's prior disciplinary records
 - D. Any other extenuating circumstances

Suspension Procedures

The site leaders are afforded a great deal of discretion in determining appropriate punishments, **unless a mandatory expulsion offense is identified.**

Even if suspension is deemed appropriate, the site administrator may opt for supervised in-school suspension.

If the School Administrator or Division Heads or designee determines that suspension is appropriate, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

The School Administrator or Division Heads or designee shall report the suspension of the pupil, including the cause therefore, to the Superintendent.

A parent conference will be scheduled to discuss the matter with the School Administrators or designee. Whenever practical, the teacher or staff member who witnessed the offense will also be present. At this conference, the administration and the parent or guardian will discuss the causes, duration, school policy involved, and any other matters pertinent to the suspension.

Any pupil who is suspended for five days or fewer must complete all assignments and tests missed during the suspension within three school days of their return. Any pupil who is suspended for more than five days will have five school days after their return to complete all assignments and tests missed during suspension.

Administration has the authority to lengthen the amount of time a pupil has to make-up his or her work, as appropriate in a given situation. Assignments submitted late will receive no credit.

Expulsion Requirements

All 48900 offenses as spelled out in the California Education Code automatically warrant an expulsion

hearing. Students may also be expelled for repeated excessive behavioral concerns. AIMS expulsion forms must be used in the process. Legal Timelines must be adhered to without exceptions. All relevant witnesses, teachers and administrators must be present at the hearing. Parents must be informed in writing of the expulsion. (This section also appears in the behavior section.)

Students who commit offenses that result in a recommendation for expulsion or mandatory expulsion, or whose conduct falls under **“Suspension/Discretionary Expulsion”** (excluding disruption or defiance) will be referred to the School Administrator or designee. If a teacher observes disruptive or defiant conduct, the teacher will make a determination as to whether or not administrative intervention is required. Otherwise, they may follow the school’s discipline policies to ensure proper student conduct.

To determine whether or not an offense meets the guidelines for suspension or expulsion, the Superintendent and the School Administrator or designee will meet with the pupil and school employee who referred the pupil for discipline. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to respond. If an “emergency situation” exists, the pupil may be excluded from this meeting. “Emergency situation” means a situation determined by the School Administrator or designee to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference before suspension, both the parent and the pupil shall be notified of the pupil’s right to a conference.

Unless an offense results in a recommendation for expulsion or mandatory expulsion, as a matter of policy, American Indian Model Schools consider suspension and discretionary expulsion a punishment of last resort. Suspension and discretionary expulsion shall be imposed only when other means of correction fail to bring about proper conduct. Therefore, our schools will first consider the appropriateness of other disciplinary avenues before suspending or expelling a student.

If a pupil has committed a suspension-eligible offense, then the school administrator has the authority to recommend expulsion. Expulsion will be used as a tool of last resort for students whose conduct is so egregious that it is unlikely to be changed by any other means and whose behavior poses a threat to the safety of a member of the school community or significantly limits the ability of other students to effectively learn.

In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal consequences may result.

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the CDE, AIMS K12 Schools will identify, by offense committed, in all appropriate records of a pupil each suspension or expulsion of that pupil.

AIMS K12 will notify the District of Residence within 30 days of all transfers, disciplinary or not. For all students who are expelled, the school will contact the District of Residence to notify them of the terms of the expulsion.

Expulsion Hearings and Process

The School Administrator recommends expulsion by clearly defining the facts and situation in writing to

the AIMS K12 Superintendent.

The AIMS K12 Superintendent decides whether or not to recommend expulsion to the Board.

Within 30 school days of a recommendation for expulsion from the Superintendent, the Board will hold a hearing to determine if it is appropriate to expel the pupil. The pupil may request, in writing, a postponement of no more than 30 calendar days. Any additional postponement may only be granted at the discretion of the Board.

Within 10 school days after the conclusion of the hearing, the Board shall decide whether to expel the pupil.

If compliance by the Board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable, the Superintendent may, for good cause, extend the time period for the holding of the expulsion hearing for an additional 5 school days.

Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing by the Board Secretary and shall include:

- a. The date and place of the hearing.
- b. A statement of the specific facts and charges upon which the proposed expulsion is based.
- c. A copy of the disciplinary rules of the school district that relate to the alleged violation.
- d. A notice of the parent, guardian, or pupil's obligation upon enrollment in another school district to inform the receiving school district of his or her status with the previous school.
- e. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.

The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel must be supported by substantial evidence showing that the pupil committed the act(s) of which he or she is accused.

The final action to expel a pupil shall be taken only by the Board in an open session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation

must be sent by the board president or his or her designee to the pupil or the pupil's parent or guardian.

The Board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record subject to FERPA. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Suspending an Expulsion Order

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts designated as Suspension/Discretionary Expulsion Conduct or violates any of the school's rules and regulations governing pupil conduct. When the Board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the Board shall reinstate the pupil and may also order the expungement of any or all records of the expulsion proceedings.

Readmission to the Charter

An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than Mandatory Expulsion Conduct, the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission. For a pupil who has been expelled for an act of Mandatory Expulsion Conduct, the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case- by-case basis.

The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

Any pupil who has been expelled and who seeks readmission, must submit a request to the Board President in writing no more than 21 (but no less than 7) calendar days before the end of the term of the expulsion. In addition, the pupil must provide documentation that all conditions for rehabilitation set by the Board have been met.

Upon completion of the readmission process, the Board shall readmit the pupil, unless the Board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

If the Board denies the pupil's request for readmission, the Board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil re-admittance into the school.

PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, site leadership will put an alert in Student Information System (SIS), Powerschool, indicating that the student has a Behavior Incident. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to keep the list confidential so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the school's authorizing district regarding students who have engaged in certain criminal conduct. This information is forwarded to the enrollment department. The enrollment department will place the alert in the Student's PowerSchool account for the of the student's teachers to see. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

HARASSMENT, DISCRIMINATION, AND BULLYING POLICY

AIMS K12 is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status 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 it conducts or to which it provides significant assistance.

AIMS K12 believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. AIMS K12 prohibits any acts of discrimination, harassment, and bullying 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, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.

For additional information, please read the Section on School Code of Conduct and Disciplinary Procedures.

SCHOOL PROCEDURES/POLICIES

Notice of Regulations

The AIMS K-12 administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Student Dress Code Policy

All students at AIMS, grades K-12, must adhere to the dress code while on the school campus. Teachers and administrators are responsible to ensure this code is adhered to. Students not in dress code will receive detentions and other applicable consequences.

Dress code K-5

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails

Dress code 6-8

- Solid White or Navy polo or collar shirt
- Solid White or Navy sweater or jacket
- Solid Khaki or Navy below knee jumper, below knee dress, uniform pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- No makeup
- No artificial nails
- AIMS Swag on Fridays

Dress code 9-12

- Solid White or Navy polo or collar shirt
- Red AIMS Jacket
- Solid White or Navy sweater or jacket
- Solid White or Navy below knee jumper, below knee dress, pants, below knee shorts or skirt
- All Black, White, Blue, or Brown shoes
- No showing jewelry
- Natural colored artificial nails no longer than you normal nail bed length
- AIMS SWAG may be worn daily

Parent Communication Policies

It is very important to ensure that communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the monthly calendar and the school website on a regular basis.

Communication is key to AIMS being a healthy environment for students and adults. Follow these tips to effectively communicate:

With Teachers:

Parents have an opportunity to meet with teachers at Back-to-School Night and Open House in the Fall.

Parents may receive personal phone calls or emails periodically from their child's teachers.

Parents will meet with teachers for a parent/teacher conference at least once each semester. All parents are encouraged to attend teacher conferences and/or to contact teachers to meet with them throughout their child's high school years.

Parents may contact teachers by written notes, phone calls, emails, or communicate through Parent Square.

Parents may also make an appointment to meet with the teacher during their scheduled preps or open "office hours," or according to the teacher's availability. We encourage all parents to be proactive in their communication with teachers, and not only when problems may arise.

You can contact a teacher by:

1. Calling the school and leaving a message on the voice mail system; the teacher will return your **call within 48 hours**
2. Writing a note to the teacher and sending it with your student
3. Sending an email or Parent Square
4. Making an appointment to meet with the teacher during their scheduled open "office hours," or according to the teacher's availability.

With the School:

1. The AIMS website, AIMS Standard, and AIMS handbook contain answers to many of the questions parents and community members may have. Please consult these prior to contacting the school with questions.
2. Parents may contact the school with written notes, phone calls, or emails if they have questions or concerns, or make an appointment with the appropriate person to address your concerns.
3. Progress reports are given every three weeks, and must be signed by parent/ guardian(s) and returned to school.
4. Report cards will be distributed every nine weeks, and parents must meet with teachers if their student is failing or if teachers request a conference.

5. Student progress, grades, attendance are also available on PowerSchool. Grades are updated on a weekly basis.
6. AIMS Newsletters will be emailed via Parent Square.
7. Memos and flyers are sent home on an as needed basis.
8. Back-to-School Night, scheduled in the Fall, is an opportunity for parents/guardians to meet their child's teachers, to get an overview of grade level curriculum and expectations, and to learn more about the school from the School Administrator and your child's teacher.
9. Family Advisory Council (FAC) is the vehicle for parents to learn on a monthly basis about school activities and meet to support those activities.
10. Local Control Accountability Plan (LCAP) is where stakeholders learn about the budget and to provide input.
11. School Site Council (SSC) is where decisions are made regarding Federal Funds
12. Board meetings are a time for the board to meet and discuss governance. Visitors are welcomed and protocols for behavior and structure must be followed by attendees.

With your child during the school day:

If you need to communicate with your child during school, call the office and leave a message for your child. That message will be given to your child. Please make all carpool or after school pick up arrangements with your child before the school day.

Parent Involvement Guidelines

The involvement of parents in the classroom or at the school is greatly encouraged. Along with being a school volunteer, parents may visit the classroom as an observer. Parents are welcome to request an observation period at any time.

However, teachers have the right to refuse unscheduled observation requests. The best way to plan an observation is to follow these procedures:

1. Schedule a date and time with the teacher by leaving a message for them in the main office or contacting them during their office hours.
2. Explain the purpose for the observation.

Note: Observation times may be limited. During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

Our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners in the road to student success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship, and work together to build a strong partnership.

To ensure the development of authentic and productive relationships with parents, AIMS K12 offers a variety of opportunities for you to be involved in the academic life of your child at the classroom and school levels. We further demonstrate our commitment to forging genuine partnerships with all parents by offering high-quality family services, including a comprehensive parent workshop program.

Ways to Participate at AIMS

Become a School Instructional Volunteer:

Throughout the school year opportunities will arise for you to volunteer in your student's classroom, in the school, and for special events. AIMS K12 encourages and welcomes your involvement and participation as a volunteer. We ask that you follow certain policies and guidelines as a school volunteer as outlined in the following section "School Volunteer Guidelines."

Family Advisory Council:

AIMS K12 has a Family Advisory Council (FAC), which serves as an advisory forum for parents to engage the AIMS K12 staff and other parents. The council will consist of the School Administrators, Parent Engagement Coordinator, teachers, other staff members, and parents. Students will also be encouraged to participate so that they may help shape school policy.

LCAP Advisory Committee And SSC:

The LCAP Advisory Committee and SSC recommends modifications to the strategic plan to reflect changing needs and/or priorities. Also, the LCAP Advisory Committee will provide input on: LCAP, SPSA curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar. The LCAP Advisory Committee and SSC will meet monthly during the academic year. Ultimately, the goal is to ensure that there is two-way communication between the school, parents and all its stakeholders.

Election of parent representatives and other community members are held during the fall of each school year. Nomination forms for parent and community members shall be distributed at each school site and sent home to parents. New members and alternates shall be installed by the October meeting.

Other special program/project committees may be established for specific purposes such as fundraising activities, special events, etc.

Participate in Parent Workshops:

Various Parent Workshops and school special events and activities will be held during the school year. Throughout the year the school may offer educational opportunities for the continuing education of parents/guardians. Such opportunities may include classes on parenting, health topics, open communication, job training, domestic violence, and English Language Development. Other opportunities include families having the option to attend DLAC, ELAC, Wellness and Family Advisory meetings. All meeting spaces and workshops are open to families.

School Volunteer Guidelines

Volunteer Procedures:

Any person interested in participating in a school's volunteer program must complete the volunteer application through the parent resources section on AIMS website:

<https://aimsk12.org/family-message>.

A volunteer for a single event that takes place for the duration of one day only does not need to submit an application but must be checked by a school administrator against the California Megan's Law online database at <http://www.meganslaw.ca.gov>.

The Parent Community Liaison must confirm and verify that the volunteer has met all requirements, including:

- Completed and signed volunteer application
- Megan's Law clearance
- Tuberculosis test clearance (no more than two years old)
- Live Scan Fingerprinting required

Volunteer applicants need to be fingerprinted only once during their volunteer service. AIMS adheres to the California State statutes pertaining to supervised volunteerism in public schools. Fingerprinting clearance by the FBI and the DOJ is required for the following persons:

- Persons providing direct instruction to students regardless of the number of hours engaged in such activity, even if supervised by a certificated employee
- Persons volunteering in any school for more than 16 hours per week, regardless of supervision
- Persons volunteering for less than 16 hours per week under general supervision and whose duties require significant contact with students, as determined by the school Site Administrator, including the following: unch supervision assistants/food handlers

School volunteers are required to sign in at the school office upon entering the campus and sign out when they exit the campus.

Volunteer Guidelines

Classroom and student work is always confidential. Please don't discuss student problems with anyone except the teacher or School Administrator. Try not to compare children within the classroom. Since there are as many methods as there are teachers, please do not compare different methods of teaching. There is no defined best way to teach. Work positively for the good of the school. Constructive criticism should be directed only to the supervising teacher or school administrator. When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher. Ask questions! If something is unclear, please ask for clarification. If you have any questions about volunteer policies and procedures, please contact the Administrative Assistant to the School Administrator.

REPORTING OF DANGEROUS, UNLAWFUL, OR VIOLENT ACTIVITIES

AIMS takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of AIMS's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonously if necessary—to the Director of Schools. A report can be sent by a legible written note, by email, or by telephone to the following: 510-893-8701, natalie.glass@aimsk12.org. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that directly threatens or involves a potential loss of life should first be made to 9-1-1, immediately. AIMS shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable

inquiry into each as necessary to ensure no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

CAMPUS SAFETY AND SECURITY

The school will train and maintain practices and procedures so that the campus is physically secure and safe.

Entrances and Exits

The site administrator should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the local streets, and to prevent students from crossing traffic unnecessarily

Releasing Students

AIMS K-12 employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the site administrator, site administrator's designee or Dean of Students before releasing the student.

Visitors Policy

All visitors to school sites must report to the school office when entering and receive authorization to visit elsewhere in the school site. While AIMS strongly encourages parent visits, classroom visits during school hours must be authorized by both the teacher and the administrator.

In registering as a visitor, the sign-in form should include spaces for the following information:

- Name
- His/her purpose for entering school grounds
- Destination within the school

- Time in and out

At his/her discretion, the site administrator, or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

AIMS employees from school campuses and the Home Office are strongly encouraged to notify the front desk upon arrival and should wear badges signifying that they are AIMS employees. However, formal visitor registration is at the discretion of the school site administrator or designee.

VIP Visitors accompanied by any AIMS management team member may be requested to register as a visitor at the discretion of the accompanying AIMS management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the site administrator, also subject to AIMS's visitor policy.

The site administrator or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The site administrator or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the site administrator or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the site administrator or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outsideers, and remind parents that to maximize safety and security they should also register when visiting the school.

FINGERPRINT POLICY

All employees of AIMS are fingerprinted and the prints are transmitted to the California

Department of Justice and the Federal Bureau of Investigation for a criminal conviction records check. The employee will bear the cost of DOJ background checks. No employee will be permitted to perform any of the duties of his/her position until this processing has been completed and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff.

SCHOOL CODE OF CONDUCT AND DISCIPLINARY PROCEDURES

AIMS K12 is committed to ensuring that employees and all individuals who work with or have contact with students conduct themselves with students in a way that is supportive, positive, professional, and non-exploitative. AIMS will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students.

At AIMS K12 we believe that by demonstrating respect for each other, we can create a safe, caring and cooperative environment that promotes learning and celebrates the uniqueness of all individuals. AIMS K12 believes that all students have the right to learn. No student has the right to choose behavior that infringes upon the rights of others. We recognize the primary role of parents as the first and best teachers of their children. We also recognize the partnership that needs to exist between home and school. Our discipline policy is designed to encourage students to acquire and apply acceptable behaviors because student behavior is a key component of school culture and sets the foundation for academic achievement.

We expect that all students behave in a respectful way toward their teachers, any adults, their classmates, and the property of others. Additionally, students will be treated and spoken to respectfully and with care.

With a focus on community building, it is our goal that every student possesses a clear understanding of how their actions affect others. While our larger goal is to discourage misbehavior preemptively, when it occurs, we use missteps as opportunities for learning and reflection. Schools have developed behavior expectations, procedures, and policies that are consistent with a positive discipline model in which we use both kindness and firmness to co-create relationships that include both care and accountability. Systematic positive praise, reinforcement of desired behaviors, and community building structures are coupled with fair and equitable consequences for students who do not adhere to their responsibilities.

AIMS K12 Schools' approach to discipline includes: teaching school rules and social-emotional skills, reinforcing appropriate school behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences, and tracking discipline data to ensure that rules and consequences are being applied fairly to all students.

Upon enrollment and at the beginning of each school year, AIMS K12 families will each receive a copy of the Parent/Student Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the school's discipline policy. The plan may include, but are not limited to, day-to-day discipline including, school detentions, in-school suspensions, Saturday schools, disciplinary probation, and guidelines for suspension and expulsion. The student discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance. In addition, school staff members review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Positive consequences include privileges such as lunch with teachers and free dress. Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior.

Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Any student who engages in repeated violations of the school's behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the school's staff and the student's parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

AIMS K12 is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from school, sponsored activities

AIMS K12 will be a positive and progressive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct (see Code of Conduct area below) is created to be preventative. Teachers will use a range of lower-level consequences (nonverbal cues, conferencing with the student, loss of privileges, etc.) before resorting to more serious consequences. However, we will

have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Violations – that put students and/or the school in grave physical danger – will be considered grounds for expulsion according to Ed. Code 4900. Suspended students will also be responsible for making up all missed work within the specified timetable.

Student Behavior Expectations

At AIMS K12, students are held accountable for their behavior. No one student has the right to disrupt the learning environment of their fellow class members. Students are interested in their education and helping keep the focus on that main goal. Students are aware that they impact other students in the classroom, as they transition, participate in lunch and study hall, and stand in line.

With the instructions of their teachers, they choose to behave appropriately in those situations and others.

Students are expected to:

- Be diligent in their studies.
- Treat school property, private property, and other people with respect.
- Obey all school and classroom rules while at school, at District and school activities, and on the way to and from school.
- Follow all directions and directives given by any staff member.
- Dress according to the AIMS K12 dress code. All gang-related attire is prohibited.
- Use proper communication protocols to be heard and to not interrupt others.
- Not use foul language, or participate in bullying, name-calling, or fighting.

Students with Disabilities

Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of his/her disability.

Responses to Misbehavior of the Student Discipline Policy

- Warning
- Detention
- Behavior Contract
- a) Students who have repeated behavioral problems need to have a behavior contract that describes the behaviors the student is supposed to engage in as well as the consequences. Parents and students must sign the agreement, and there must be a follow up meeting within four to six weeks. A referral may be made to SST to address the repeated misbehaviors.
- b) Parent Conference
- c) Counseling
- d) Loss of privileges, extracurricular activities, etc.
- e) Sending a student to another classroom for a limited period of time.
- Behavioral referral forms will be completed by the teacher before sending a student out to a buddy classroom or to an administrator. The form will state why the student was sent, and what was done in the classroom to first stop the concern. A file of the forms will be kept in the

- office.
- f) Additional required hours at school: detention or Saturday School.
 - g) Additional school work: extra homework, writing lines or copying materials, additional study/review.
 - h) Community Service: clean, organize, take out trash, sweep, etc. AIMS k12 will provide gloves and necessary cleaning supplies as appropriate.
 - i) Communication tools: Students will write letters of apology to their families/staff to discuss poor behavior/performance
 - j) Confiscation of prohibited items.
 - k) Suspension or Expulsion in extreme cases with leadership approval

Consequences Requirements: Consequences include the following: detentions, doubled detentions, banning from extra-curricular activities (like sports, dances), parent shadowing, removal from classroom, apology to class for misbehavior, apology to parents and teacher for misbehavior.

Detention

Detentions must be given until behavior improves. Detention forms must be used to ensure that the student, office, and teacher each have a copy. Detention sessions must be quiet and focused. Detentions are not optional at any level. See Additional Forms for a copy of a detention slip.

There are a variety of reasons a detention can be issued. These include, but are not limited to:

1. Tardiness
2. Cutting class
3. Not returning homework
4. Unsigned memo/detention/report card/etc.
5. Missing classroom materials
 - Disorganization
 - Incomplete classroom job
6. Speaking out of turn
7. Talking in class
8. Out of seat without permission
9. Not following directions
10. Food/Drinks/Gum/Candy
11. Throwing/Kicking/Hitting/Teasing

Saturday School

Saturday School is held weekly at each school site.

Saturday School can be separated into two categories: **Academic** and **Restorative Justice**, and **Academic Saturday School**.

Academic Saturday School may be assigned by any teacher or administrator, often as a disciplinary measure with regard to low grades, missing work, or absences.

Restorative Justice Saturday School is for behavioral concerns, and is often assigned by a staff member or administrator. Restorative Justice Saturday School can also be assigned automatically, by having two detentions in one week.

Academic Saturday School:

Evidence shows that increased academic instruction, tutoring, and study time can help support students in areas where they are struggling. For these reasons, as part of the AIMS Standard, we offer and may require students to attend Academic Saturday School in instances where academic concerns must be addressed.

Academic Saturday School may be issued under the following circumstances:

- Obtaining a C- or below in any academic quarter or semester
- To complete make-up assignments, projects, or assessments
- Any unexcused student absence or tardy truancy
- Placement on academic probation
- In need of improving their subject benchmark mastery, or statewide assessments
- At the discretion of the Teacher, Administrator, Parent/Guardian, or Student

Students will be assigned packets to complete any makeup school work, missing assignments, or to receive tutoring. Students should come to Saturday School prepared and ready to work.

Restorative Justice Saturday School:

Restorative Justice is a theory of justice that emphasizes repairing the harm caused by criminal behavior. It is best accomplished through cooperative processes that allow all willing stakeholders to meet, although other approaches are available when that is impossible. This can lead to transformation of people, relationships, and communities.

Students who have received two detentions in one week will attend Restorative Justice Saturday School. Students who have committed egregious violations of any part of the code of conduct will attend Restorative Justice Saturday School. Restorative Justice Saturday School may be assigned at the discretion of the School Administrator.

Dialogue and other Restorative Justice practices can be used so that students can learn to resolve conflicts on their own and in small groups. Students can be empowered to make better decisions. Students will participate in campus community service in order to encourage character building.

Absences from Saturday School:

Students may not be absent from Saturday School without a legitimate excuse and prior approval from an administrator. A legitimate excuse (lack of transportation, religious holiday, etc.) and a signed note from a parent or guardian are required for approval from an administrator or designee. Attending an AIMS or Non-AIMS sporting event or extracurricular activity is **not** a legitimate excuse to be absent from Saturday School.

Any unexcused Saturday school absence will result in an additional Saturday School. If unexcused absences continue, different disciplinary measures may occur.

Academic Saturday School Procedures:

Teachers will receive a memo to distribute to students on the Wednesday prior to the upcoming Saturday School. Students must submit their signed memo by the following school day.

Students may only work on homework after they have completed their assigned Saturday School work.

Parent-Teacher Conferences

Parent - Teacher conferences may be held as needed to allow parent, teacher, and student to address areas of concern and determine a course of action.

Social Probation

At the discretion of the School Administrator and/or designee, an AIMS K12 student may be placed on social probation, which is defined as a period of time in which a student is restricted from engaging in any AIMS K12 activities. Students can be placed on social probation for repeated disciplinary concerns or suspension.

Students on social probation may be prohibited from:

1. Attending or participating in any on or off campus athletic events
2. Prohibition of attending club meetings

Failure to adhere to the terms of social probation will result in a longer term of social probation or suspension.

Administrative Searches

AIMS may conduct searches of students and items under the student's control (e.g., locker, backpack, purse) to ensure student and staff safety. Specifically, the purpose of these searches is to:

- Detect the possession of weapons or controlled substances
- Deter bringing weapons or controlled substances onto school grounds or during school activities
- Reduce the potential for violent incidents

Searches may be conducted under the following circumstances:

Searches based on reasonable suspicion. If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student.

The administrator must:

- Contact a parent or guardian and inform them of the search.
- Be able to articulate the reasons for his/her suspicion and the facts and/or circumstances

surrounding a specific incident.

- Be able to reasonably connect the student to a specific incident, crime, rule, or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.

When conducting a student search based on reasonable suspicion, school administrators must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags and containers in the student's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school administrators of the same gender as the student searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same gender).
- The school can request law enforcement participation if necessary.

STUDENT SAFETY AND RESPONSIBILITY

School Cleanliness

Students have the responsibility of working to keep their campus clean. It is part of the AIMS Standard that we take pride in our campus and school, so AIMS K12 students should not only clean up after themselves, they should endeavor to leave the campus as clean as they found it at the beginning of the day.

Restroom Policy

1. By law, students must not be prohibited from using the restroom. However, AIMS K12 has the following guidelines in place to prevent students from abusing bathroom privileges: Except for cases of emergency, students should not use the restroom within the first and last 30 minutes of class. Students must also utilize their breaks and lunch periods and use the restroom during these times.
2. Students must sign in and out of the classroom when going to the restroom.
3. Inform the administrative assistant if the bathrooms are low or out of toilet paper, soap, paper towels, or toilet seat liners.
4. Students with medical related bathroom needs should complete a 504 plan with the school at their earliest convenience.

Administration of Medication

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as long as it is in accordance with law, AIMS K12 policies, and administrative regulations.

It is necessary for the District to have a written statement from the student's physician and a written

statement from the student's parent/guardian before (1) a designated employee administers or assists in the administration of any prescribed medication to any student; or (2) any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours.

It is vitally important that parents fill out new student medication forms every fall in order to have the most current medication information, as well as the current status of any health conditions. A separate form is required for each medication. Please contact the school office for the required forms. Update these forms should any of the information change during the school year.

Students who need to take prescribed or over-the-counter medication during the school day may be assisted by designated school personnel or allowed to self-administer certain medication as long as it is in accordance with law, and/or AIMS Board policies. AIMS K12 students may receive their medications from the front office or the school nurse. It is necessary for AIMS K12 to have a written statement from the student's healthcare provider and a written statement from the student's parent/guardian before:

5. A designated employee administers or assists in the administration of any prescribed medication to any student; or
6. Any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours.
7. Single dose over-the-counter medication, such as aspirin, ibuprofen, or cough drops, may be given to students, with prior consent from parents.

Medical Emergencies

If your child is in need of minor first aid, it will be administered in accordance with District first aid training. If medical attention appears to be necessary, but not required immediately, the parent/guardian or other emergency contacts listed will be contacted to pick the child up. Should immediate medical attention be necessary, the school will call an ambulance. If a person is suffering, or reasonably believed to be suffering, from an anaphylactic reaction, trained school personnel may use an epinephrine auto-injector to provide emergency medical assistance. Every effort will be made to contact the parent or other emergency contact person(s).

Immunizations and Other Health Requirements

To be admitted to school, children must be fully immunized in accordance with the law. Children shall be excluded from school only as allowed by law.

If you need assistance or information on free clinics, call the Alameda County Immunization Project at 510-267-3230.

Parents are required to provide documentation that their child has been immunized against the following:

Kindergarten–12th grade

Polio

4 doses meet the requirement, or

3 doses for ages 4–6 years if at least 1 was given on or after the 4th birthday or
3 doses meet the requirement for ages 7-17 if 1 dose was given on or after the 2nd birthday

Diphtheria, Pertussis, and Tetanus (DPT)

5 doses meet the requirement, or
4 doses meet the requirement for ages 4–6 years if 1 dose was given on or after the 4th birthday, or
3 does meet the requirement for ages 7-17 if one dose was given on or after the 2nd birthday

Pertussis (Tdap)

1 dose given after 7th birthday is required for 7th grade students and students new to the district in grades 8-12.

Measles,Mumps,Rubella (MMR)

2 doses meet the requirement;both must be given on or after the first birthday (one dose can be measles vaccine only; 1 dose must be MMR)
3 doses meet the require *Measles,Mumps, Rubella (MMR)*

Hepatitis B

3 doses meet the requirement or 2 doses of 2-dose formulation meet the requirement for ages 11–15 (must be documented as a 2-dose formulation of Hepatitis B vaccine)

Varicella(chickenpox)

1 dose required in kindergarten through sixth grade (2010-2011 school year) or students under age 13 entering a California school for the first time, or
No dose is required if a physician or clinic has documented on the child’s immunization card “had disease”

CAMPUS ENVIRONMENT POLICY

Weapons Policy:

Students, parents and teachers are forbidden to have weapons or look-alike weapons on campus. Possession of a firearm, whether loaded or unloaded, (including pellet-type guns) or other weapons such as pocket knives can carry severe disciplinary action up to permanent removal from AIMS K12.

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately.

Upon a finding that the student was in possession of a firearm, the school’s governing board shall expel the student. The term of expulsion shall be one year.

Possession includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

Smoke-free Environment Policy:

AIMS K12 maintains a smoke-free environment, so smoking, including the use of vaping devices is not

allowed on campus. Students who engage in smoking on campus are subject to disciplinary action.

Alcohol/Drugs Policy:

AIMS believes the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. For these reasons, these substances are prohibited on campus, and AIMS K12 will make every effort to assist students and families in reducing the use of these substances. AIMS perceives this effort to be an important step towards preventing violence, promoting school safety, and creating a disciplined environment conducive to learning.

Enforcement/Discipline:

The School Administrator or designee shall take appropriate action for violation of any of the policies concerning weapons, smoking, or possession, use or sale of alcohol and/or other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. School authorities may search students and school properties for the possession of alcohol and other drugs in accordance with law, Board policy, and administrative regulations.

Students possessing, using or selling alcohol or other drugs or related paraphernalia at school or at a school event shall be subject to disciplinary procedures, including suspension or expulsion in accordance with law, Board policy, and administrative regulations. Such students also may be referred to an appropriate rehabilitation program.

Confiscated Items Policy

Any and all Items that are not allowed according to AIMS K12 rules and policies will be confiscated. The administrators will keep the item until the parent/guardian comes to retrieve it. On the first confiscation, the student will receive one detention. On the second, they will receive an additional two. On the third, the student will receive an additional three detentions and in-house suspension.

Surveillance Cameras

For the safety of students and staff, surveillance cameras that include video only (no audio) are installed in several locations on AIMS K12 campuses. Surveillance cameras are not located inside any school bathrooms or locker rooms. Surveillance videos are viewed by school administrators and may also be viewed by police, as allowed by law, and used as evidence in disciplinary matters.

Suspension, Expulsion, and Involuntary Removal Policy

All schools within the AIMS family adhere to the following procedures with regard to student suspension, expulsion and involuntary removal. Though the AIMS K12 administration permits a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis, all schools operate within certain parameters. Those parameters are outlined in this policy and are aligned with each of the school's charters.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

UNIFORM COMPLAINT PROCEDURE

AIMS prohibits unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55 or equity or compliance with Title IX, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

Complaint forms are available on the district webpage at aimsk12.org/ucp. You may contact the AIMS Ombudsperson via email ombudsperson@aimsk12.org or visit aimsk12.org/ombudsperson.



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): 02/20/2024

Item Details

Title of Item: Comprehensive Safe School Plan AIMS High School
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 3/1/2024

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: _____

Coversheet

ELOP Employee Compensation Proposal

Section: II. Action Items
Item: F. ELOP Employee Compensation Proposal
Purpose: Vote
Submitted by:
Related Material: ELOP Employee Compensation Proposal.pdf



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

Submitter Information

Full Name: Natalie Glass

Position/Title: Director of Schools

Department: AIMS HS, AIMS MS, and AIPCSII

Date of Submission (MM/DD/YYYY): 2/20/2024

Item Details

Title of Item: ELOP Employee ompensation Proposal

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:
AIMS MS and AIPCSII SSC

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No

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

Financial Information (if applicable):

Total Cost: \$ _____

Is this expenditure included in the annual budget?
 Yes No

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

ELOP Compensation Policy

Purpose:

This policy aims to establish compensation guidelines within the Expanded Learning Opportunity Program (ELOP) in accordance with California labor laws. Compensation is intended for facilitators in their support of the activities under the Expanded Learning Opportunity Program.

Club Advisor Stipend:

Advisors will receive a stipend per club hosted after school at the end of each academic semester. The stipend amount will be consistent with the intent of the grant.

Overtime Compensation:

Overtime compensation shall be provided to eligible employees in accordance with California labor laws.

Employees shall be compensated at the appropriate overtime rate for all hours worked beyond the standard workweek as defined by state regulations.

Those compensated will either be on a seasonal or annual contract with AIMS. Compensation is subject to local, state, and federal tax laws and withholdings.

Record-Keeping:

Accurate records of hours worked by employees shall be maintained by the organization. Payroll records shall be kept in accordance with state and federal requirements and made available for inspection upon request.

Stipend Disbursement Process:

The stipend disbursement process will be consistent with the AIMS Business Office disbursement calendar.

Saturday School and Extended Hours Disbursement Process:

Employees will enter hours worked onto Paycom weekly, consistent to the current timekeeping processes, using the proper funding source coded to ELOP. Compensation will be distributed in alignment with the AIMS 2023-24 payment schedule.

Review and Revision:

This policy shall be reviewed periodically to ensure compliance with changes in state and federal laws and regulations.

Amendments to this policy may be made by the Board of Directors as necessary.

Implementation:

This policy shall be communicated to all employees engaged in the ELOP.

Employees shall receive training on their rights and responsibilities regarding compensation and employment practices.

Authority:

The Board of Directors retains the authority to interpret and enforce this policy.

Effective Date:

This policy shall be effective upon approval by the Board of Directors.

Coversheet

K-12 Parent Engagement Policy and Compact 2023-2024

Section: II. Action Items
Item: G. K-12 Parent Engagement Policy and Compact 2023-2024
Purpose: Vote
Submitted by:
Related Material: Parent Engagement Policy and Compact 2023 - 2024.pdf



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

Submitter Information

Full Name: Natalie Glass
Position/Title: Director of Schools
Department: AIMS HS, AIMS, MS, AIPCII
Date of Submission (MM/DD/YYYY): 2/20/2024

Item Details

Title of Item: Parent Engagemnet Policy and Compact Policy
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:

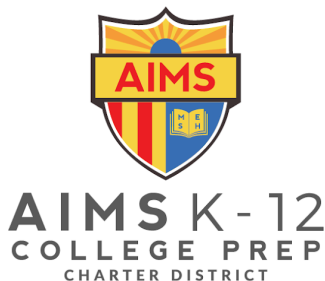
If no: Explain why:

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



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AIMS K-12 Parent Engagement Policy and Compact Policy

AIMS College Prep Middle School (DBA: American Indian Public Charter), American Indian Public Charter School II, and American Indian Public High School (DBA: AIMS College Prep High School) collectively referred to as AIMS K-12 College Prep Charter District (AIMS K-12) or American Indian Model Schools, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the school year **2023-2024**.

Schools Responsibilities:

AIMS K-12 College Prep Charter District (AIMS K-12) will:
Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

The curriculum at AIMS K-12 will offer a foundation of academic content knowledge in six primary content areas, and prepare students to enter a high-achieving college. These subjects include the four core content areas of English, mathematics, science, and social studies, as well as world language; and the arts. The focus of the curriculum will be rigor, requiring the hard work of students to ensure their success.

The students who enroll at AIMS K-12 will be provided a structured learning environment to enhance their academic skills. The school will provide a structured curriculum aligned with state academic standards. Students with special learning needs will be mainstreamed into the classrooms, while also receiving individual attention to ensure the level of support required to help them succeed.

Since many college-bound students enrolling in science or engineering programs will be required to take calculus as a prerequisite for their majors, we want to adequately prepare our students to accomplish this goal by requiring all seventh graders at AIMS K-12 to take accelerated seventh-grade math and all eighth graders to take Algebra 1. This sets them on the right academic track for advanced math in high school.

Our high school students will take AP courses. AIMS K-8 has developed a pre-AP/vertical teaming curriculum to help students acquire the critical thinking, problem-solving, and reasoning skills that they will need to succeed in advanced placement courses. This curriculum is interdisciplinary, drawing from standards in math, English, history, science, and visual arts. It



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may also contain material from current events and politics, and students are expected to draw from their own experiences. The focus is on improving student thinking and writing skills. AIMS K-12 College Prep Charter District is interested in creating a school with a strong academic emphasis on English Literature and Mathematics for inner-city students from socio-economically disadvantaged families as well as others interested in attending the school. It is our ethos that a strong academic background in English Literature, mathematics, history, and science, coupled with an emphasis on structure and discipline, are the pillars of an effective academic program, which enable students to attain a higher education and become productive members in a capitalist society. AIMS K-12 will provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science, social studies, foreign language, performing arts, and college planning.

Small class sizes alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers can better meet the needs of those students. Additionally, a calendar year that goes longer than the state's required days provides increased opportunities for targeted intervention to assist low-performing students.

Our classrooms, which are focused on English language arts, math, science, and social studies, PE, as well as rigorous engagement, provide an environment that will ensure that students not only continue to meet but exceed the academic requirements on California standardized tests. AIMS K-12 educational program is founded on the belief that high expectations lead to high-achieving students. AIMS K-12 courses will prepare students to exceed the California Content Standards for the relevant subject at each grade level. AIMS K-12 believes its academic success will be based, in part, on the emphasis placed on language arts and math.

Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement.

All new and returning teachers must schedule a 15-minute meeting with each student's family during the fall. During the meeting, teachers will introduce themselves to the families. They will also discuss with the families their hopes for their child in the class. The teacher will share their background with the family. The teacher will review the Mission Statement, School Motto and Credo. Families will be informed families about what will occur in the class during the school year.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Progress reports are sent home every three weeks for students with a grade of "C-" or lower. Report cards are distributed every nine weeks for all grades. Administrators must sign off on all student progress reports and report cards before they are sent home.



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Students are informed of their academic progress and the school's academic progress continuously. Students are expected to set academic goals and work toward them. We demand hard work and high academic expectations from all employees and students.

Parents are given a PowerSchool login to monitor their child's academic and attendance records.

Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parents are allowed to visit the classroom. If you need to schedule an appointment with a teacher/staff, please fill out an appointment request with the front desk.

If you need to have a formal observation, please arrange a mutually agreed upon date and time with the Dean of School and teacher in advance of the requested classroom observation. You may schedule a meeting with the teacher before or after school.

Formal observation does not include times when parents are invited to a classroom for a special event or presentation, serve as a volunteer with a teacher, or to enjoy lunch with their student.

For security reasons, all visitors are required to sign in at the school office/front desk, to receive a visitor's badge, and indicate the name of the teacher and destination before proceeding to the class. All visitors are asked to sign out when leaving the building.

To protect the learning environment, the parent/guardian or outside provider will be the only visitor in the classroom during the observation. Any observer, other than the parent/guardian, must be approved by the Head of Schools or designee and have written consent from the parent/guardian describing the reason for the visit/observation.

Out of respect for the teaching environment, parents/guardians may not bring younger siblings or children while observing in the classroom or to utilize any electronic equipment such as cell phones while in the classroom. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled as needed to answer questions or concerns.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

We encourage parents to volunteer in the classroom and thank you for your involvement.

Positive parent participation is critical for success in your child's education. As a public school, we must screen school volunteers. All AIMS K-12 volunteers are required to complete a "School Volunteer Application Packet," and depending on the type of volunteer assignment, may need to have a criminal background check and fingerprinting, and may also be asked to submit the results of tuberculosis screening. Volunteers must sign in/out at the reception desk, even if the volunteer time is pre-arranged. The Volunteer Application Packet is available on the school website and in the front office.

As the school has been established to serve the needs of the students, it is imperative that families are actively involved. A family engagement group has been established to facilitate communication between all members of the organization. The reports directly to the head of



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school and the superintendent, and whenever possible a member of the family engagement group will also serve as a member of the Governance Board. Members of this team will meet regularly and may meet with the school administration to bring family community questions, concerns, and ideas to the attention of the administration. They will work on such areas as the family-student handbook and other activities to ensure the charter school meets its mission and that students are served appropriately.

Families will have the opportunity to participate in daily class activities, school activities, graduation planning, and the Governance Board meetings at the school site. Families will be involved in AIMS K-12 K-12 meetings and school activities. The aim of AIMS K-12 K-12 will be to ensure that families are actively involved in the child's education.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television our children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

AIMS K-12 will:



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1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, **AIMS K-12 College Prep Charter District** will:

AIMS K-12 College Prep Charter District



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1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
2. Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

AIMS K-12 Parent Engagement Policy and Compact Signatures

Child’s Name _____

Child’s Signature _____

Parent/Guardian Name _____

Parent Signature _____

Coversheet

SpEd Transportation Board Policy

Section: II. Action Items
Item: H. SpEd Transportation Board Policy
Purpose: Vote
Submitted by:
Related Material: Board Policy Proposal 3541.2 SpEd Transportation .pdf



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

Submitter Information

Full Name: Deborah Woods
Position/Title: Director
Department: Special Education
Date of Submission (MM/DD/YYYY): February 20, 2024

Item Details

Title of Item: Adoption of Board Policy 3541.2: Transportation as a Related Service
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): 02/27/2024

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: _____



AIMS Board Meeting Item

February 27, 2024

Item: Adoption of Board Policy 3541.2

Submitted by: Deborah Woods, Director of Special Education

Purpose: For board consideration

Staff Recommendation: Adoption of Policy 3541.2- Transportation as a Related Service for Students with Disabilities

Background: Presently, there is no language addressing transportation of students with disabilities.

Current Language:

Board Policy 3541.2 is being introduced.

Proposed Language:

“ According to state and federal laws, charter schools are not mandated to provide transportation to general education students. In individualized circumstances, an individualized education program (IEP) team may determine a student with a disability requires transportation as a related service on their IEP to benefit from special education.

The Superintendent or designee(s) shall establish criteria and procedures for determining the most appropriate mode of transportation for an individual student with disabilities based on his/her identified needs and the IEP team’s determination if the student is eligible to receive transportation as a special education related service. This shall include, but not be limited to: (1) the severity of the student’s disability, (2) consideration of the effect that the location of placement will have on the length of time that a student has to and from school each day, and (3) access to offer of a free, appropriate public education (FAPE) and special education related

services. In addition the placement and transportation criteria shall be reviewed at least annually to determine suitability.

The Superintendent or designee(s) shall ensure that appropriate transportation services are provided for students with disabilities as specified in their IEP or 504 accommodations plan.

Considering the IEP team's identified specialized transportation needs of a pupil, transportation options may include, but are not limited to: walking, utilizing public transportation, reimburse a parent/guardian driving with the individual's voluntary participation, or other mode as determined in the IEP or 504 accommodations plan.

The Superintendent or designee(s) shall ensure that students who are eligible for transportation services in the IEP or 504 accommodations plan are transported by an individual who has a valid California driver's license, minimum (\$ amount to be determined) liability insurance, and has completed the LEA's specialized transportation agreement.

The Superintendent or designee(s) shall ensure that in circumstances where the IEP or 504 accommodations plan determines reimbursement will be provided to a parent/guardian the parent/guardian is reimbursed at the California government reimbursement rate for short-term travel-personal vehicle mileage.

The Superintendent or designee(s) shall ensure that students who are eligible for transportation services in the IEP or 504 accommodations plan and suspended from transportation, receive an alternative form of transportation at no cost to the pupil or parent/guardian.

Legal References

California Education Code Section 56040

California Education Code Section 41850-41851

California Education Code Section 48915”

Adopted

February 27, 2024

Coversheet

SARC AIPCS II - School Accountability Report Card

Section:	II. Action Items
Item:	I. SARC AIPCS II - School Accountability Report Card
Purpose:	Vote
Submitted by:	
Related Material:	SARC AIMS Board Submission Cover Letter.pdf School Accountability Report Card AIPCS II.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): 02/20/2024

Item Details

Title of Item: School Accountability Report Card
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: _____

American Indian Public Charter School II

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	171 12th St. Oakland, CA , 94607-4900	Principal:	Natalie Glass, Director of Schools
Phone:	(510) 893-8701	Grade Span:	K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Natalie Glass, Director of Schools

Principal, American Indian Public Charter School II

About Our School

Natalie Glass - Director of Schools

As a Bay Area native, I received my Bachelors degree in Psychology from San Francisco State University and my Masters degree from Alliant International University, San Diego. Throughout my years in education, I've had the opportunity to teach grades K-12 including public and private schools, county-operated court schools, and alternative education. I am extremely proud to have been a part of the AIMS community for the past 7 years now as a teacher of grades 1-3, Middle School Dean of Students, Middle School Head of Academics, Elementary Head of School, and now Director of Schools for K-12.

With substantial teaching experience, I pride myself in my ability to demonstrate compassion towards students while setting and maintaining clear, firm, and consistent professional boundaries.

Ms. Axia Vang - Head of Academics (K-5th)

As Head of Academics at AIMS, I have had the opportunity to thrive as a kindergarten teacher for the past 6 years, holding a position as lead teacher and teacher on special assignments. These profound opportunities are an exemplary demonstration of my compassion to foster student success, academic excellence, school community, provide ongoing professional development and dedication to pedagogical methodologies.

My educational philosophy is profoundly focused in creating a nurturing and inclusive learning environment that caters to diverse learning where all students can be successful as 21st-century learners. Here at AIMS, we are an AIMSTRONG community with well-equipped teachers through professional development. Professional development provides a plethora of resources, tools, and strategies to support all teachers.

Zubida Bakheit - Head of Academics (6th - 8th)

I have a distinct commitment to fostering a positive and inclusive learning environment to ensure the success and well-being of every student. I hold two bachelors in Finance and Economics as well as a Masters degree in Secondary STEM Education enabling me to actively bring a wealth of understanding of educational principles and pedagogical strategies. Having served in various roles at AIMS Middle School, my leadership philosophy is guided by student-centered leadership, believing in the power of collaboration among educators, parents, and the community. It is this commitment to collaborative efforts that leads the daily

efforts in creating an environment that promotes academic excellence, social-emotional development, and a sense of community.

My educational experiences have provided me with opportunities to work alongside a diverse population of educators and students. My educational philosophy is rooted in an unwavering belief that all children are capable of achieving when provided a positive and safe learning environment, strong and knowledgeable leadership, and a dedicated and focused educational team.

Contact

American Indian Public Charter School II
171 12th St.
Oakland, CA 94607-4900

Phone: [\(510\) 893-8701](tel:5108938701)

Email: natalie.glass@aimsk12.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	AIMS K-12 College Prep Charter District
Phone Number	510-893-8701
Superintendent	Woods, Maya
Email Address	communications@aimsk12.org
Website	https://aimsk12.org/

School Contact Information (School Year 2023–24)

School Name	American Indian Public Charter School II
Street	171 12th St.
City, State, Zip	Oakland, CA , 94607-4900
Phone Number	(510) 893-8701
Principal	Natalie Glass, Director of Schools
Email Address	natalie.glass@aimsk12.org
Website	www.aimsk12.org
County-District-School (CDS) Code	01612590114363

Last updated: 1/31/24

School Description and Mission Statement (School Year 2023–24)

About American Indian Public Charter School II (AIPCS II)

Year Founded: 2012 (Oakland, CA)

Mascot: Golden Eagles

School Colors: Red, Athletic Gold, and Royal Blue*

Number of Students: 630

Website: www.aimsk12.org

Email Address: Communications@aimsk12.org

District Address: 171 12th Street Oakland, CA 94607

Office Phone Number: (510) 893-8701

Superintendent: Maya Woods-Cadiz

Board President: Christopher Edington

?District Name: AIMS K-12 College Prep Charter District

American Indian Public Charter School II (AIPCS II) History

Established within the rich tapestry of Oakland's educational landscape, AIPCS II traces its roots back to 1996 when the AIMS K-12 journey commenced with a middle school, AIPCS, founded by Native American families seeking to preserve cultural ties for their children. Since its inception, AIMS has been an integral part of this visionary educational community.

In 2006, AIPCS marked a historic milestone by becoming Oakland's inaugural public charter school to achieve National Blue-Ribbon School recognition, a testament to its unwavering commitment to academic excellence. Building upon this legacy of achievement, AIPCS II was opened to expand AIMS offerings in 2012, inaugurating an elementary school component to cater to the evolving educational needs of its students.

AIPCS II's dedication to academic rigor and inclusive excellence has not gone unnoticed. In 2018, the school earned commendation for its concerted efforts in narrowing the achievement gap among African American students, a reflection of its commitment to equity and educational equity.

The accolades continued to pour in, with AIMS K12 organization receiving the prestigious California Charter School Association Hart Vision Award in 2020, underscoring its position as the Northern California Charter school network of the year. In 2022, AIPCS II garnered the coveted California Pivotal Practice School Award, highlighting its innovative pedagogical approaches and commitment to student success.

Continuing its trajectory of excellence, AIPCS II was honored with the Distinguished Schools Award in 2023, further solidifying its reputation as a beacon of academic distinction and educational innovation. Moreover, the school's inclusion on the Honor Roll in 2021 underscores its consistent dedication to academic achievement and student success.

AIPCS II's history and achievements stand as a testament to its enduring commitment to educational excellence, cultural preservation, and community empowerment. As it continues to chart new horizons in education, AIPCS II remains steadfast in its mission to inspire, empower, and transform the lives of its students and the broader community it serves.

AIPCS II adheres to AIMS Mission Statement

AIMS exists to prepare all students, especially those who have been traditionally underserved, to enter a four-year college after graduation from high school and complete at minimum a four-year degree.

AIPCS II adheres AIMS Credo

The Family - We are a family at AIMS K-12.

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

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

The Journey - We will go forward, continue working, and remember we will always be a part of the AIMS K-12 family.

AIPCS II adheres AIMS Values

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.
Equity - Social awareness and justice that leads to action.
Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

AIPCS II adheres AIMSTRONG

AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. The AIMSTRONG acronym describes the model AIMS student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for future success. Academics means developing and growing our scholarship, our grades, our inquiry, our brains.

Integrity: Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.

Mentorship: Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.

Strength: The influence or power you possess to combat the rigors of academics and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.

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 goal.

Responsibility: Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.

Organization: Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.

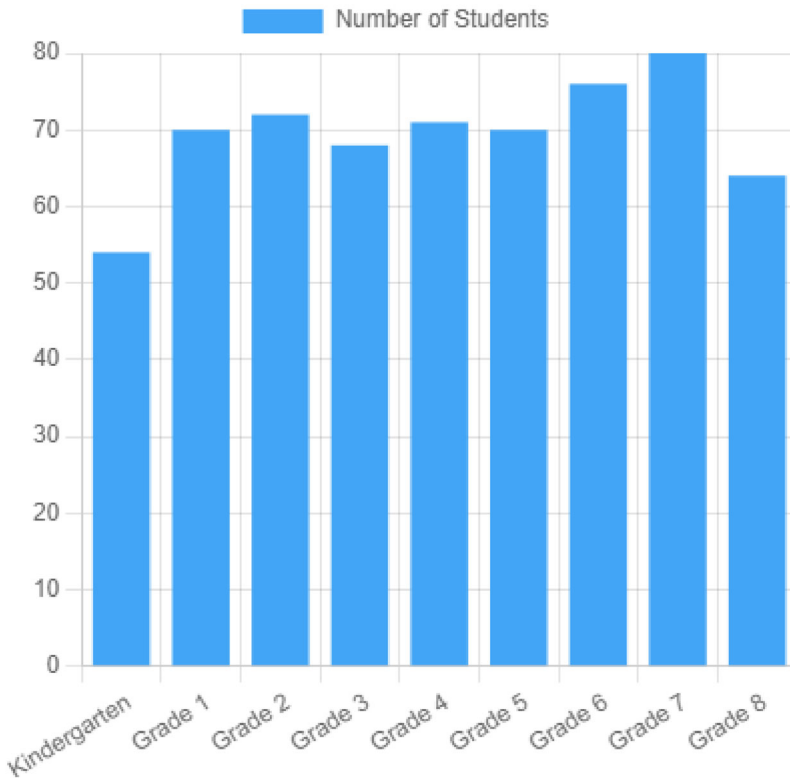
Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

Grit: To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up again.

Last updated: 2/1/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	54
Grade 1	70
Grade 2	72
Grade 3	68
Grade 4	71
Grade 5	70
Grade 6	76
Grade 7	80
Grade 8	64
Total Enrollment	625



Last updated: 2/1/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	51.20%
Male	48.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	38.60%
Black or African American	45.10%
Filipino	0.60%
Hispanic or Latino	8.80%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	1.90%
White	3.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	29.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	69.00%
Students with Disabilities	4.60%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	13.62%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.60	4.55%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	26.40	72.60%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	3.30	9.21%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	36.40	100.00%	2598.40	100.00%	274759.10	100.00%

In this context, "district" refers to our local authorizer, OUSD.

Status of Fully Credentialed Teachers at AIMS K-12: A Comprehensive Overview

At AIMS K-12, we recognize the critical importance of ensuring that all teachers are fully credentialed and equipped to deliver high-quality education to our students. In reviewing our School Accountability Report Card (SARC), it's imperative to understand the nuances surrounding the numbers of fully credentialed teachers and the robust support mechanisms we've implemented to address any gaps.

Challenges and Context:

Our district faces challenges typical of many educational institutions, including a fluctuating teacher workforce and the evolving landscape of credentialing requirements. As a result, the number of fully credentialed teachers reflected in the SARC may not fully capture the dynamic efforts underway to support our educators.

Support Initiatives:

AIMS K-12 is committed to providing comprehensive support to all teachers, regardless of their credentialing status. Here are key initiatives that illustrate our dedication to teacher development and credential attainment:

- Partnerships with Higher Education Institutions:** We collaborate closely with local colleges and universities to support aspiring educators through internship programs and practical training opportunities. These initiatives not only enrich

the learning experience for interns but also contribute to the pipeline of fully credentialed teachers within our district.

2. **Proactive Credential Tracking:** AIMS employs a dedicated credential analyst to monitor the credentialing status of our teachers. This proactive approach ensures that educators receive the necessary guidance and resources to navigate the credentialing process effectively.
3. **Professional Development and Coaching:** We prioritize ongoing professional development as a cornerstone of teacher growth and effectiveness. Through tailored coaching, workshops, and seminars, educators have access to resources that enhance their instructional practices and subject matter expertise.
4. **Partnership with Sacramento County Department of Education:** AIMS collaborates with external agencies, such as the Sacramento County Department of Education, to provide additional support and guidance to teachers. This partnership facilitates access to specialized training and credentialing assistance, further empowering educators to excel in their roles.

Commitment to Excellence:

While the number of fully credentialed teachers may vary, our commitment to academic excellence remains unwavering. At AIMS K-12, we prioritize the professional growth and development of our educators to ensure that every student receives a high-quality education grounded in best practices and standards.

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.30	13.02%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.60	2.56%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	19.10	74.07%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	3.84%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	1.60	6.43%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	25.80	100.00%	2573.20	100.00%	279044.80	100.00%

In this context, "district" refers to our local authorizer, OUSD.

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Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/24

**Teachers Without Credentials and Misassignments
 (considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	3.90	6.10
Misassignments	22.40	12.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	26.40	19.10

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.90
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.90

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	64.20%	60.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	67.20%	34.5%

1. Misassignments for English Learners:

This reflects the percentage of classes with English learners taught by teachers who may still be in the process of completing their teaching credentials. While teachers may hold permits or authorizations, including embedded English Learner (EL) authorization, they are undergoing training to effectively teach English learners.

2. No Credential, Permit, or Authorization to Teach:

This indicates the percentage of classes taught by teachers who lack a valid teaching credential, permit, or recognized authorization. However, it's important to note that teachers receive robust professional development from the district's EL department to support their ongoing growth and effectiveness in teaching English learners.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>K-5th</p> <p>Benchmark Advance- Benchmark Advance - New, innovative, comprehensive English and Spanish Reading/Language Arts programs built to address key shifts in curriculum and instruction to meet the rigor and expectations of the new standards. Integrated reading, writing, speaking, and listening instruction is delivered in print and digital formats to meet the needs of districts implementing a reading collaborative, balanced approach, or workshop model.</p> <p>AIPCS II 6th - 8th uses novel studies and Socratic seminars to meet the state standards using the following novels:</p> <p>6th Grade:</p> <p>A Bone from a Dry Sea by Peter Dickenson</p> <p>Siddhartha by Hermann Hesse</p> <p>The Outsiders by S.E. Hinton,</p> <p>Red Scarf Girl by Ji-Li Jiang,</p> <p>7th Grade:</p> <p>A Proud Taste of Scarlet and Miniver by E.L. Konigsburg</p> <p>Anne Frank: Diary of a Young Girl by Anne Frank,</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Bad Boy by Walter Dean Myers</p> <p>A Midsummer Night’s Dream by William Shakespeare,</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>8th Grade:</p> <p>Johnny Tremain by Esther Forbes</p> <p>Narrative of the Life of Frederick Douglass by Frederick Douglass</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>Night by Elie Wiesel.</p> <p>Supplemental Resources: IXL: Comprehensive K-12 Personalized Learning</p>		
Mathematics	<p>California Go Math: Grade K: [Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 1. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 2. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>California Go Math: Grade 3. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 4. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>California Go Math: Grade 5. Orlando: Houghton Mifflin Harcourt Publishing Company, 2015. Burger, M., Dixon, J., Kanold, T., Larson, M., Leinwand, S., and Sandoval-Martinez, M.</p> <p>Grade 6 Advanced: Big Ideas Math: Modeling Real Life</p> <p>Larson/Boswell 1st Edition [K12, 2019]</p> <p>Grade 7 Advanced: Big Ideas Math: Modeling Real Life</p> <p>Larson/Boswell 1st Edition [K12, 2019]</p> <p>Grade 8: Common Core Algebra 1</p> <p>Larson 1st Edition [K12, 2022] 9781647274849</p>		
Science	<p>The K-5 science classroom is where the foundations of great scientific inquiry begin. Aligned with the Next Generation Science Standards (NGSS), see how TCI’s curriculum drives student engagement and spurs inquisitive minds to consider,</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>question, collaborate, and create. TCI’s curriculum is built from the ground up for NGSS. We ensure the standards are covered so teachers can focus on aiding students in the development of scientific skills, such as observation, inquiry, argument, collaboration, and communication.</p> <p>CA Inspire Science Grade 6- Earth & Space Science CA Inspire Science Grade 7 - Life Science CA Inspire Science Grade 8 - Physical Science</p> <p>TCI’s K-5 social studies textbooks and curriculum are thoughtfully designed with engaging activities, ELA integration, and easy-to-use materials. TCI programs align to key state and national standards to simplify the process for teachers. We understand the challenge of trying to incorporate content that is important for your students that also simultaneously meets all the social studies standards within the state or nation. This is why we’ve worked hard on your behalf to create our TCI programs.</p> <p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher’s Curriculum Institute, 2017</p> <p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher’s Curriculum Institute, 2019</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	History Alive: The United States Through Industrialism. Rancho Cordova: Teacher’s Curriculum Institute, 2017		
Foreign Language	Mandarin Teacher generate self-paced lessons. Mandarin (Adopted 2018-2019) Liu, Y., Yao, T., Bi, N., Ge, L., and Shi. Y. Integrated Chinese (4th Edition). Boston: Cheng & Tsui Company, Inc., 2017 Spanish (Adopted 2018-2019) ¡AVANCEMOS! (Level One). Austin: Holt McDougal, 2010. IXL Comprehensive K-12 Personalized Learning		0
Health	Online materials/supplemental resources are utilized to inform students' of awareness and wellness. Wellness Committee will be created to benefit a healthier school environment. www.schools.healthiergeneration.org www.ama-assn.org www.actionforhealthykids.org		0
Visual and Performing Arts	Art and Music Teacher generate self-paced lessons.		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Graphic Design: Communicating through Graphic Design, 2nd Edition, Kevin Gatta and Claire Mowbray Golding</p> <p>Art: A Community Connection, Student Book 1ST ED Marilyn G. Stewart and Eldon Katter</p> <p>Music: Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004.</p>		
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 2/1/24

School Facility Conditions and Planned Improvements

General

Our school prides itself in providing a safe, clean, and well-maintained environment to its families and staff members. The school grounds, restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention. We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our facility. The school grounds, restrooms, and building are in excellent condition.

Maintenance and Repairs

AIMS model dictates that anything that requires maintenance or repair be addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our admin team to

be serviced. Maintenance/repair personnel are immediately contacted by our admin staff during the day for any issues.

Cleaning

During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after lunch, etc. After school, Custodial staff work to maintain a clean campus daily.

Planned Improvements

During the summer we will continue with our general maintenance, painting and deep cleaning. We have applied and received AB-841 Cal-Shape stimulus grant program to make improvements to our ventilation system.

Last updated: 2/1/24

School Facility Good Repair Status

We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our facility. The school grounds, restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No gas leaks were found. Overall the mechanical/HVAC system is working and in good order. No sewer issues.
Interior: Interior Surfaces	Good	The interior surfaces are in good order
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No pest issues were found. Cleaning of the building is daily and ongoing.
Electrical: Electrical	Good	No electrical issues were found, and any issues are addressed quickly
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms, water fountains, and sinks are in good order.
Safety: Fire Safety, Hazardous Materials	Good	No fire safety or hazardous materials were found.
Structural: Structural Damage, Roofs	Good	No structural issues were found. The roof was replaced in the last 5 years and is in good order.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No playground on site. All windows, doors, gates, fences are in good order

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Exemplary
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Last updated: 2/1/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
 Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

In our context, "district" refers to our local authorizer, OUSD. AIPCS II consistently outperforms OUSD and state averages in CAASPP results. Our students' academic proficiency and growth in core subjects exceed benchmarks, reflecting our commitment to excellence. Our curriculum, interventions, and support strategies drive student success. We prioritize data-driven decision-making and continuous improvement. Collaboration among educators, families, and community partners enhances outcomes.

Our CAASPP data underscores AIPCS II's dedication to academic excellence and student achievement. We remain focused on fostering a dynamic learning environment that empowers every student to excel.

AIPCS II

Subject	School 2022-2023	District 2022-2023	State 2022-2023	School 2021-22	District 2021-22	State 2021-22
English Language Arts/Literacy Grades 3-8 and 11	60.91%	33.06%	46.66%	61%	35%	47%
Mathematics (grades 3-8 and 11)	59.32	25.42%	34.62%	57%	25%	33%

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts / Literacy (grades 3-8 and 11)	61%	61%	35%	34%	47%	46%
Mathematics (grades 3-8 and 11)	57%	59%	25%	26%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 2/1/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

ELA	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
2022-2023	All Students	445	441	99%	1%	60.91%
	Female	229	227	99%	1%	65.20%
	Male	216	214	99%	1%	56.33%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	178	176	99%	1%	71.59%
	Black or African American	190	189	99%	1%	59.57%
	Filipino	0	0	0	0	N/A
	Hispanic or Latino	39	38	97%	3%	42.11%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	12	12	100%	0%	50%
	White	20	20	100%	0%	20%
	English Learners	112	111	99%	1%	33.64%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	321	318	99%	1%	60.56%
Students Receiving Migrant Education Services	0	0	0	0	N/A	
Students with Disabilities	14	13	93%	7%	38.46%	

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	445	441	99.10%	0.90%	60.91%
Female	229	227	99.13%	0.87%	65.20%
Male	216	214	99.07%	0.93%	56.34%
American Indian or Alaska Native	--	--	--	--	--
Asian	178	176	98.88%	1.12%	71.59%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	190	189	99.47%	0.53%	59.57%
Filipino	--	--	--	--	--
Hispanic or Latino	39	38	97.44%	2.56%	42.11%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00%	0.00%	50.00%
White	20	20	100.00%	0.00%	20.00%
English Learners	112	111	99.11%	0.89%	33.64%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	329	326	99.09%	0.91%	60.62%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	14	93.33%	6.67%	42.86%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Math

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	445	440	99%	1%	59.32%
	Female	229	227	99%	1%	59.91%
	Male	216	213	99%	1%	58.69%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	178	175	99%	1%	78.28%
	Black or African American	190	189	99%	1%	55.56%
	Filipino	0	0	0	0	N/A
	Hispanic or Latino	39	39	100%	0%	17.95%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	12	12	100%	0%	25%
	White	20	19	95%	5%	31.58%
	English Learners	112	110	98%	2%	39.40%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	321	318	99%	1%	57.86%
	Students Receiving Migrant Education Services	0	0	0	0	N/A

Students with Disabilities 14 14 100% 0% 50%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	445	440	98.88%	1.12%	59.32%
Female	229	227	99.13%	0.87%	59.91%
Male	216	213	98.61%	1.39%	58.69%
American Indian or Alaska Native	--	--	--	--	--
Asian	178	175	98.31%	1.69%	78.29%
Black or African American	190	189	99.47%	0.53%	55.56%
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00%	0.00%	17.95%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00%	0.00%	25.00%
White	20	19	95.00%	5.00%	31.58%
English Learners	112	110	98.21%	1.79%	40.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	329	326	99.09%	0.91%	57.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	15	100.00%	0.00%	46.67%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

In our context, "district" refers to our local authorizer, OUSD. AIPCS II consistently outperforms OUSD and state averages in CAASPP results. Our students' academic proficiency and growth in core subjects exceed benchmarks, reflecting our commitment to excellence. Our curriculum, interventions, and support strategies drive student success. We prioritize data-driven decision-making and continuous improvement. Collaboration among educators, families, and community partners enhances outcomes.

Our CAASPP data underscores AIPCS II's dedication to academic excellence and student achievement. We remain focused on fostering a dynamic learning environment that empowers every student to excel.

Subject	School 2022-2023	District 2022-2023	State 2022-2023	School 2021-22	District 2021-22	State 2021-22
Science	37.59%	21.01%	30.29%	19%	19%	29%

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8, and high school)	35.11%	37.59%	19.36%	20.14%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2022–23)**

Science

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	142	141	99%	1%	37.59%
	Female	75	75	100%	0%	44%
	Male	67	66	99%	1%	30.31%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	56	55	98%	2%	58.18%
	Black or African American	63	63	100%	0%	25.39%
	Filipino	0	0	0	0	N/A
	Hispanic or Latino	14	14	100%	0%	14.29%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	0	0	0	0	N/A
	White	4	4	100%	0%	N/A (3 or fewer)
	English Learners	35	35	100%	0%	17.14%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	105	104	99%	1%	33.65%
	Students Receiving Migrant Education Services	0	0	0	0	N/A
	Students with Disabilities	0	0	0	0	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	142	141	99.30%	0.70%	37.59%
Female	75	75	100.00%	0.00%	44.00%
Male	67	66	98.51%	1.49%	30.30%
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	56	55	98.21%	1.79%	58.18%
Black or African American	63	63	100.00%	0.00%	25.40%
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00%	0.00%	14.29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	35	100.00%	0.00%	17.14%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	108	107	99.07%	0.93%	34.58%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98.7	100	100	100	100
7	96	96	96	96	96
9	N/A	N/A	N/A	N/A	N/A

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	96%	96%	96%	96%	96%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

AIPCS II encourages its families to play an active role in their child's education and to get involved in our schools. There are a variety of ways parents can become involved at AIPCS II.

Service

Parents can serve as volunteers for events such as picture day, book fairs, family events, and community workdays.

Parents also can serve, representing AIMS in local school advocacy, action advocacy, sharing their parent voice concerning issues that parents face on local platforms.

Parents have had the opportunity to meet local candidates for office and to ask questions at political forums.

Starting in January 2024 we will be there will be an award for AIMS Parent of the Month, based on their going above and beyond their contributions to the School community.

Leadership

Parents and families have had opportunities to run for office on our parent committees and have the chance to share their concerns through Google surveys, parent forums, town hall meetings with administration, and a variety of councils and committees.

Some of these councils and committees include:

DELAC (District English Language Advisory Committee)

ELAC (English Learner Advisory Committee)

SSC (School Site Council)

AIMS Parent United

To sign up and for more information, please contact Maryetta Golden, Community Liaison at maryetta.golden@aimsk12.org.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	681	674	115	17.1%
Female	352	347	61	17.6%
Male	329	327	54	16.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	1	50.0%
Asian	255	253	18	7.1%
Black or African American	308	306	44	14.4%
Filipino	4	4	1	25.0%
Hispanic or Latino	58	57	26	45.6%
Native Hawaiian or Pacific Islander	2	2	2	100.0%
Two or More Races	13	13	3	23.1%
White	31	29	18	62.1%
English Learners	217	216	38	17.6%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	496	493	96	19.5%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	34	34	11	32.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

?In our context, "district" refers to our local authorizer, OUSD.?

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.30%	0.88%	0.03%	3.92%	3.85%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.88%	0.00%
Female	1.42%	0.00%
Male	0.30%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.78%	0.00%
Black or African American	0.65%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.45%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.46%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.01%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/31/24

School Safety Plan (School Year 2023–24)

Safety is one of our utmost concerns. AIPCS II school site administrators and campus supervisors monitor the school grounds before school starts and throughout the day. AIPCS II is a closed campus; all visitors must register in the office. The school holds regularly scheduled fire, earthquake, and lockdown drills. AIPCS II's comprehensive safety plan is reviewed with staff annually and was most recently updated in 2023.

Last updated: 1/31/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	0	3	0
1	23.00	0	3	0
2	26.00	0	3	0
3	26.00	0	3	0
4	24.00	1	2	0
5	26.00	0	3	0
6	25.00	0	3	0
Other**		0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	2	1	0
1	24.00	0	3	0
2	25.00	0	3	0
3	25.00	0	3	0
4	25.00	0	3	0
5	25.00	0	3	0
6	29.00	0	3	0
Other**		0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	2	1	0
1	24.00	0	3	0
2	24.00	0	3	0
3	23.00	3	3	0
4	24.00	0	3	0
5	24.00	0	3	0
6	25.00	0	3	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)
 (HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	2	7	0
Mathematics	25.00	2	7	0
Science	25.00	2	7	0
Social Science	25.00	2	7	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)
 (HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	1	8	0
Mathematics	25.00	1	8	0
Science	25.00	1	8	0
Social Science	25.00	1	8	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
 (HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	1	8	0
Mathematics	25.00	1	8	0
Science	25.00	1	8	0
Social Science	25.00	1	8	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title Ratio

Pupils to Academic Counselor* 650:1

Title	Ratio
Pupils to Academic Counselor*	1

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/31/24

Student Support Services Staff (School Year 2022–23)

For the 2021-2022 academic year, AIPCS II was a member of the OUSD SELPA, receiving special education services from the Oakland Unified School District. Beginning in the 2022-2023 academic year, AIPCS II transitioned to become a member of the El Dorado charter SELPA.

Since transitioning to the El Dorado charter SELPA, AIPCS II has experienced an increase in the percentages of special education services provided. This change reflects our ongoing commitment to ensuring that all students receive the support and resources they need to succeed academically and socially.

AIMS remains dedicated to fostering an inclusive learning environment where students with diverse needs thrive and achieve their full potential. Our collaboration

with the El Dorado charter SELPA enhances our ability to deliver high-quality special education services tailored to the unique needs of each student.

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25 from OUSD
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5 from OUSD
Resource Specialist (non-teaching)	1
Other	0

*One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.25
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/31/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14352.00	\$5419.00	\$8933.00	\$60774.00
District	N/A	N/A	--	\$70572.00
Percent Difference – School Site and District	N/A	N/A	--	-14.92%
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	16.04%	-36.47%

Note: Cells with N/A values do not require data.

Last updated: 2/1/24

Types of Services Funded (Fiscal Year 2022–23)

After School Tutoring/Saturday School

Intervention aides who provided instructional support via small-group tutoring both during and after school. Tutoring groups are based on ability level. Classroom teachers assess students and then assign students to tutoring groups. The tutors and resource teachers frequently collaborate with and provide ongoing updates to classroom teachers to support the student's academic needs. Some teachers even offer free tutoring for students during Saturday school. Tutoring is an integral part of the AIMS and ensures that students receive the academic assistance needed to be successful at AIMS.

Title I & Title III

Through Title I and Title III funding, we are able to offer programs and services to students with after-school tutoring support. In addition, we offer a comprehensive ELD intervention program to support the needs of our ELL population. Push-in and pull-out intervention services are offered for students who are failing or at risk of failing to meet AIMS standards.

National School Lunch Program

We are proud to be able to provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All meals, foods, and beverages sold or served at school meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods, and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meals.

Student Government Association

Student Government Association (SGA) is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school.

After School Program

AIPCS II partnered with Bay Area Community Resources (BACR) to provide after-school enrichment and academic support.

Last updated: 1/31/24

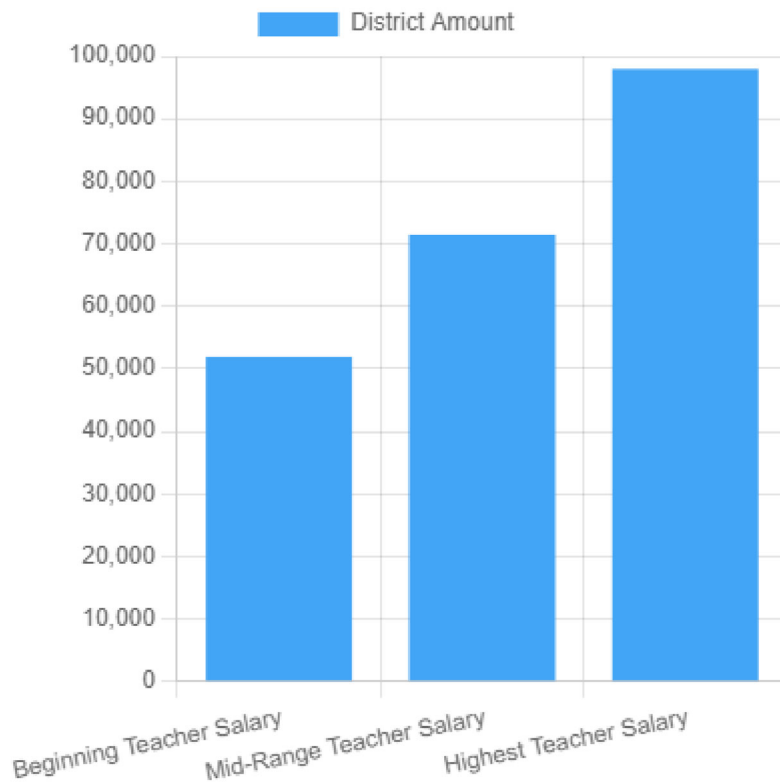
Teacher and Administrative Salaries (Fiscal Year 2021–22)

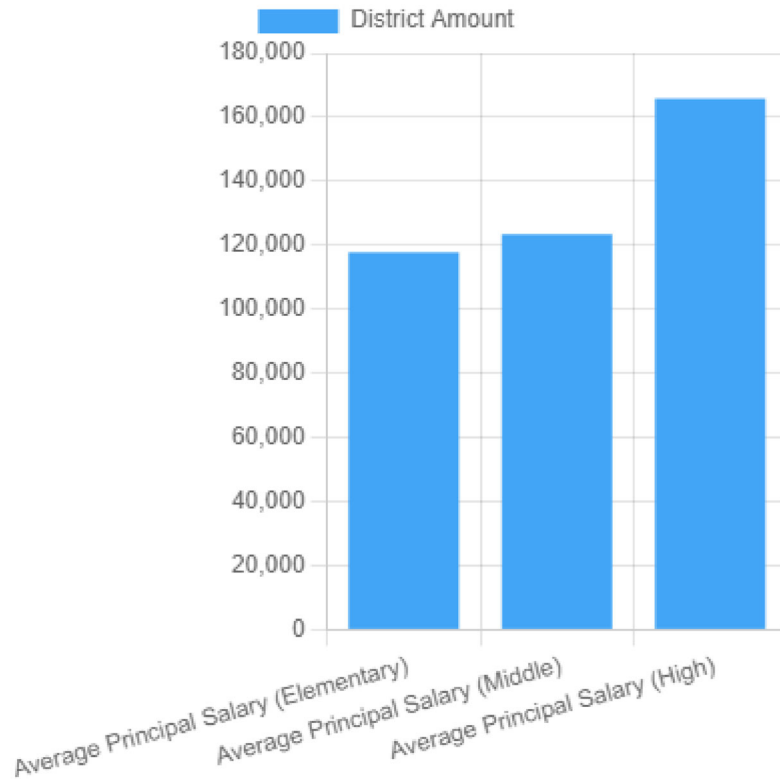
In this context, "district" refers to our local authorizer, OUSD.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51905.00	\$55549.60
Mid-Range Teacher Salary	\$71469.00	\$80702.84

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$97980.00	\$109417.68
Average Principal Salary (Elementary)	\$117779.00	\$137703.47
Average Principal Salary (Middle)	\$123453.00	\$143759.63
Average Principal Salary (High)	\$165859.00	\$159020.77
Superintendent Salary	\$307299.00	\$319442.91
Percent of Budget for Teacher Salaries	27.30%	30.35%
Percent of Budget for Administrative Salaries	8.37%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Last updated: 2/1/24

Professional Development

2023-2024

16 Full Days for Professional Development

20 Partial Days of Professional Development that are conducted after minimum school day (Fridays) - Elementary

20 Partial Days of Professional Development that are conducted after minimum school day (Fridays) - Middle School

Measure	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	33	36	36

Last updated: 1/31/24

Coversheet

SARC MS - School Accountability Report Card

Section: II. Action Items
Item: J. SARC MS - School Accountability Report Card
Purpose: Vote
Submitted by:
Related Material: SARC AIMS Board Submission Cover Letter.pdf
SARC MS School Accountability Report Card.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): 02/20/2024

Item Details

Title of Item: School Accountability Report Card
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 College Prep Middle
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	171 12th St. Oakland, CA , 94607-4900	Principal:	Natalie Glass, Director of Schools
Phone:	(510) 893-8701	Grade Span:	6-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Natalie Glass, Director of Schools

Principal, AIMS College Prep Middle

About Our School

Natalie Glass - Director of Schools

As a Bay Area native, I received my Bachelors degree in Psychology from San Francisco State University and my Masters degree from Alliant International University, San Diego. Throughout my years in education, I've had the opportunity to teach grades K-12 including public and private schools, county-operated court schools, and alternative education. I am extremely proud to have been a part of the AIMS community for the past 7 years now as a teacher of grades 1-3, Middle School Dean of Students, Middle School Head of Academics, Elementary Head of School, and now Director of Schools for K-12.

With substantial teaching experience, I pride myself in my ability to demonstrate compassion towards students while setting and maintaining clear, firm, and consistent professional boundaries.

My educational experiences have provided me with opportunities to work alongside a diverse population of educators and students. My educational philosophy is rooted in an unwavering belief that all children are capable of achieving when provided a positive and safe learning environment, strong and knowledgeable leadership, and a dedicated and focused educational team.

Zubida Bakheit - Head of Academics (6th - 8th)

I have a distinct commitment to fostering a positive and inclusive learning environment to ensure the success and well-being of every student. I hold two bachelors in Finance and Economics as well as a Masters degree in Secondary STEM Education enabling me to actively bring a wealth of understanding of educational principles and pedagogical strategies. Having served in various roles at AIMS Middle School, my leadership philosophy is guided by student-centered leadership, believing in the power of collaboration among educators, parents, and the community. It is this commitment to collaborative efforts that leads the daily efforts in creating an environment that promotes academic excellence, social-emotional development, and a sense of community.

Contact

AIMS College Prep Middle
171 12th St.
Oakland, CA 94607-4900

Phone: [\(510\) 893-8701](tel:5108938701)

Email: natalie.glass@aimsk12.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	AIMS K-12 College Prep Charter District
Phone Number	510-893-8701
Superintendent	Woods, Maya
Email Address	communications@aimsk12.org
Website	www.aimsk12.org

School Contact Information (School Year 2023–24)

School Name	AIMS College Prep Middle
Street	171 12th St.
City, State, Zip	Oakland, CA , 94607-4900
Phone Number	(510) 893-8701
Principal	Natalie Glass, Director of Schools
Email Address	natalie.glass@aimsk12.org
Website	www.aimsk12.org
County-District-School (CDS) Code	01612596113807

Last updated: 1/31/24

School Description and Mission Statement (School Year 2023–24)

About AIMS College Prep Middle School (AIMS MS)

Year Founded: 1996 (Oakland, CA)

Mascot: Golden Eagles

School Colors: Red, Athletic Gold, and Royal Blue*

Number of Students: 210

Website: www.aimsk12.org

Email Address: communications@aimsk12.org

District Address: 171 12th Street Oakland, CA 94607

Office Phone Number: (510) 893-8701

Superintendent: Maya Woods-Cadiz

Board President: Christopher Edington

District Name: AIMS K-12 College Prep Charter District

AIMS MS History

Established within the rich tapestry of Oakland's educational landscape, AIMS MS was established in 1996 when the AIMS K-12 journey commenced with a middle school, AIPCS, founded by Native American families seeking to preserve cultural ties for their children. Since its inception, AIMS has been an integral part of this visionary educational community.

In 2006, AIPCS marked a historic milestone by becoming Oakland's inaugural public charter school to achieve National Blue-Ribbon School recognition, a testament to its unwavering commitment to academic excellence.

AIMS MS dedication to academic rigor and inclusive excellence has not gone unnoticed. In 2018, the school earned commendation for its concerted efforts in narrowing the achievement gap among African American students, a reflection of its commitment to equity and educational equity.

The accolades continued to pour in, with AIMS K12 organization receiving the prestigious California Charter School Association Hart Vision Award in 2020, underscoring its position as the Northern California Charter school network of the year. In 2022, AIMS MS garnered the coveted California Pivotal Practice School Award, highlighting its innovative pedagogical approaches and commitment to student success.

AIMS MS's history and achievements stand as a testament to its enduring commitment to educational excellence, cultural preservation, and community empowerment. As it continues to chart new horizons in education, AIMS MS remains steadfast in its mission to inspire, empower, and transform the lives of its students and the broader community it serves.

AIMS MS adheres to AIMS Mission Statement

AIMS exists to prepare all students, especially those who have been traditionally underserved, to enter a four-year college after graduation from high school and complete at minimum a four-year degree.

AIMS MS adheres to AIMS Credo

The Family - We are a family at AIMS K-12.

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

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

The Journey - We will go forward, continue working, and remember we will always be a part of the AIMS K-12 family.

AIMS MS adheres to AIMS Values

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.

Equity - Social awareness and justice that leads to action.

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

AIMS MS adheres to AIMSTRONG

AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. The AIMSTRONG acronym describes the model AIMS student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for future success. Academics means developing and growing our scholarship, our grades, our inquiry, our brains.

Integrity: Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.

Mentorship: Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.

Strength: The influence or power you possess to combat the rigors of academics and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.

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 goal.

Responsibility: Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.

Organization: Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.

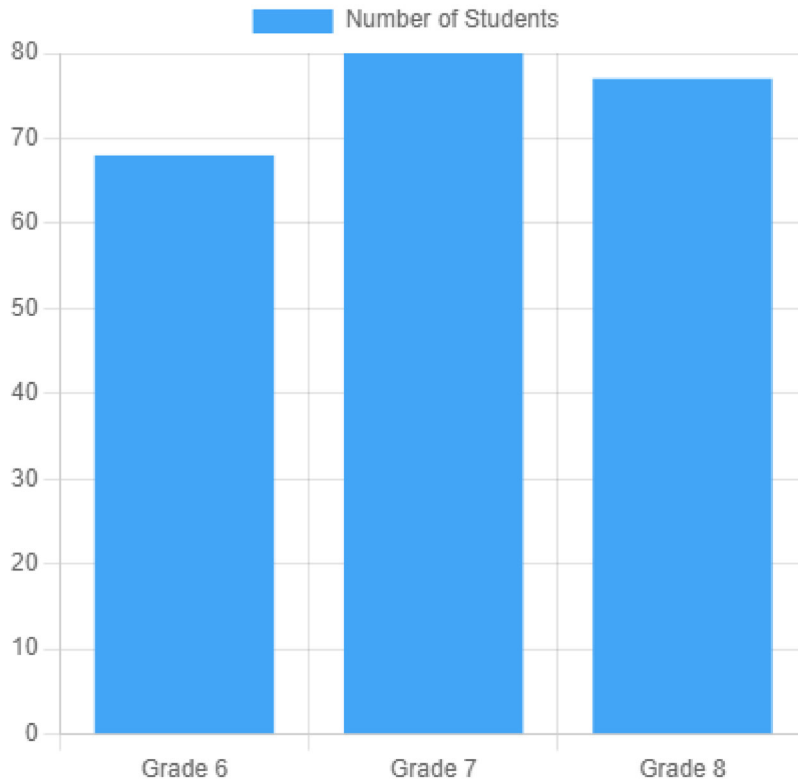
Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

Grit: To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up again.

Last updated: 2/1/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	68
Grade 7	80
Grade 8	77
Total Enrollment	225



Last updated: 2/1/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	43.60%
Male	56.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	34.70%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Asian	43.10%
Black or African American	32.90%
Filipino	1.80%
Hispanic or Latino	13.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.20%
White	4.00%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.10%
Students with Disabilities	7.60%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.30	22.50%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.90	67.22%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	10.09%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	10.30	100.00%	2598.40	100.00%	274759.10	100.00%

In this context, "district" refers to our local authorizer, OUSD.

Status of Fully Credentialed Teachers at AIMS K-12: A Comprehensive Overview

At AIMS K-12, we recognize the critical importance of ensuring that all teachers are fully credentialed and equipped to deliver high-quality education to our students. In reviewing our School Accountability Report Card (SARC), it's imperative to understand the nuances surrounding the numbers of fully credentialed teachers and the robust support mechanisms we've implemented to address any gaps.

Challenges and Context:

Our district faces challenges typical of many educational institutions, including a fluctuating teacher workforce and the evolving landscape of credentialing requirements. As a result, the number of fully credentialed teachers reflected in the SARC may not fully capture the dynamic efforts underway to support our educators.

Support Initiatives:

AIMS K-12 is committed to providing comprehensive support to all teachers, regardless of their credentialing status. Here are key initiatives that illustrate our dedication to teacher development and credential attainment:

- Partnerships with Higher Education Institutions:** We collaborate closely with local colleges and universities to support aspiring educators through internship programs and practical training opportunities. These initiatives not only enrich

the learning experience for interns but also contribute to the pipeline of fully credentialed teachers within our district.

2. **Proactive Credential Tracking:** AIMS employs a dedicated credential analyst to monitor the credentialing status of our teachers. This proactive approach ensures that educators receive the necessary guidance and resources to navigate the credentialing process effectively.
3. **Professional Development and Coaching:** We prioritize ongoing professional development as a cornerstone of teacher growth and effectiveness. Through tailored coaching, workshops, and seminars, educators have access to resources that enhance their instructional practices and subject matter expertise.
4. **Partnership with Sacramento County Department of Education:** AIMS collaborates with external agencies, such as the Sacramento County Department of Education, to provide additional support and guidance to teachers. This partnership facilitates access to specialized training and credentialing assistance, further empowering educators to excel in their roles.

Commitment to Excellence:

While the number of fully credentialed teachers may vary, our commitment to academic excellence remains unwavering. At AIMS K-12, we prioritize the professional growth and development of our educators to ensure that every student receives a high-quality education grounded in best practices and standards.

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.60	28.47%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.50	60.17%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	5.59%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.30	5.59%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	5.90	100.00%	2573.20	100.00%	279044.80	100.00%

In this context, "district" refers to our local authorizer, OUSD.

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Last updated: 2/1/24

**Teachers Without Credentials and Misassignments
 (considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	1.50
Misassignments	6.90	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.90	3.50

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.30
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.30

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	64.60%	54.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	55.40%	32.6%

1. Misassignments for English Learners:

This reflects the percentage of classes with English learners taught by teachers who may still be in the process of completing their teaching credentials. While teachers may hold permits or authorizations, including embedded English Learner (EL) authorization, they are undergoing training to effectively teach English learners.

2. No Credential, Permit, or Authorization to Teach:

This indicates the percentage of classes taught by teachers who lack a valid teaching credential, permit, or recognized authorization. However, it's important to note that teachers receive robust professional development from the district's EL department to support their ongoing growth and effectiveness in teaching English learners.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>AIMS Middle School - 6th - 8th uses novel studies and Socratic seminars to meet the state standards using the following novels:</p> <p>6th Grade:</p> <p>A Bone from a Dry Sea by Peter Dickenson</p> <p>Siddhartha by Hermann Hesse</p> <p>The Outsiders by S.E. Hinton,</p> <p>Red Scarf Girl by Ji-Li Jiang,</p> <p>7th Grade:</p> <p>A Proud Taste of Scarlet and Miniver by E.L. Konigsburg</p> <p>Anne Frank: Diary of a Young Girl by Anne Frank,</p> <p>Bad Boy by Walter Dean Myers</p> <p>A Midsummer Night’s Dream by William Shakespeare,</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>8th Grade:</p> <p>Johnny Tremain by Esther Forbes</p> <p>Narrative of the Life of Frederick Douglass by Frederick Douglass</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>Night by Elie Wiesel.</p> <p>Supplemental Resources: IXL: Comprehensive K-12 Personalized</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Learning		
Mathematics	<p>Grade 6 Advanced: Big Ideas Math: Modeling Real Life</p> <p>Larson/Boswell 1st Edition [K12, 2019]</p> <p>Grade 7 Advanced: Big Ideas Math: Modeling Real Life</p> <p>Larson/Boswell 1st Edition [K12, 2019]</p> <p>Grade 8: Common Core Algebra 1</p> <p>Larson/ Boswell 1st Edition [K12, 2022] 9781647274849</p>	Yes	0
Science	<p>CA Inspire Science Grade 6- Earth & Space Science</p> <p>CA Inspire Science Grade 7 - Life Science</p> <p>CA Inspire Science Grade 8 - Physical Science</p>	Yes	0
History-Social Science	<p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher’s Curriculum Institute, 2017</p> <p>History Alive: The Medieval World and Beyond. Rancho Cordova: Teacher’s Curriculum Institute, 2019</p> <p>History Alive: The United States Through Industrialism. Rancho Cordova: Teacher’s Curriculum Institute, 2017</p>	Yes	0
Foreign Language	<p>Mandarin (Adopted 2018-2019)</p> <p>Liu, Y., Yao, T., Bi, N., Ge, L., and Shi. Y. Integrated Chinese (4th Edition).</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Boston: Cheng & Tsui Company, Inc., 2017 Spanish (Adopted 2018-2019) ¡AVANCEMOS! (Level One). Austin: Holt McDougal, 2010. IXL Comprehensive K-12 Personalized Learning		
Health	Online materials/supplemental resources are utilized to inform students' of awareness and wellness. Wellness Committee will be created to benefit a healthier school environment. www.schools.healthiergeneration.org www.ama-assn.org www.actionforhealthykids.org	Yes	0
Visual and Performing Arts	<p>Graphic Design: Communicating through Graphic Design, 2nd Edition, Kevin Gatta and Claire Mowbray Golding</p> <p>Art: A Community Connection, Student Book 1ST ED Marilyn G. Stewart and Eldon Katter</p> <p>Music: Allen, M., Gillespie, R., and Hayes, P. Essential Elements for Strings: A Comprehensive String Method (Book One). Milwaukee: Hal Leonard Corporation, 2004.</p>	Yes	0
Science Lab Eqpmt (Grades 9-	N/A	N/A	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
12)			

Note: Cells with N/A values do not require data.

Last updated: 2/1/24

School Facility Conditions and Planned Improvements

General

Our school prides itself in providing a safe, clean, and well-maintained environment to its families and staff members. The school grounds, restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention. We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our facility. The school grounds, restrooms, and building are in excellent condition.

Maintenance and Repairs

AIMS model dictates that anything that requires maintenance or repair be addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our admin team to be serviced. Maintenance/repair personnel are immediately contacted by our admin staff during the day for any issues.

Cleaning

During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after lunch, etc. After school, Custodial staff work to maintain a clean campus daily.

Planned Improvements

During the summer we will continue with our general maintenance, painting and deep cleaning. We have applied and received AB-841 Cal-Shape stimulus grant program to make improvements to our ventilation system.

Last updated: 2/1/24

School Facility Good Repair Status

We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our

facility.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No gas leaks were found. Overall the mechanical/HVAC system is working and in good order. No sewer issues found.
Interior: Interior Surfaces	Good	The interior surfaces are in good order.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No pest issues were found. Cleaning of the building is daily and on going
Electrical: Electrical	Good	No electrical issues were found, and any issues are addressed quickly.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms, water fountains, and sinks are in good order.
Safety: Fire Safety, Hazardous Materials	Good	No fire safety or hazardous materials were found.
Structural: Structural Damage, Roofs	Good	No structural issues were found. The roof was replaced in the last 5 years and is in good order.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No playground on site. All windows, doors, gates, and fences are in good order.

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Good
----------------	------

Last updated: 2/1/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
 Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

In this context, "district" refers to our local authorizer, OUSD. AIMS MS consistently outperforms OUSD averages in CAASPP results. Our students' academic proficiency and growth in core subjects exceed benchmarks, reflecting our commitment to excellence. Our curriculum, interventions, and support strategies drive student success. We prioritize data-driven decision-making and continuous improvement. Collaboration among educators, families, and community partners enhances outcomes.

Our CAASPP data underscores AIMS MS's dedication to academic excellence and student achievement. We remain focused on fostering a dynamic learning environment that empowers every student to excel.

AIMS MS

Subject	School 2022-2023	District 2022-2023	State 2022-2023	School 2021-22	District 2021-22	State 2021-22
English Language Arts/Literacy Grades 3-8 and 11	38.92%	33.06%	46.66%	55%	35%	47%
Mathematics (grades 3-8 and 11)	45.07	25.42%	34.62%	46%	25%	33%
						??

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts / Literacy (grades 3-8 and 11)	55%	39%	35%	34%	47%	46%
Mathematics (grades 3-8 and 11)	46%	45%	25%	26%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 2/2/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

ELA	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
2022-2023	All Students	218	205	94%	6%	38.92%
	Female	97	90	93%	7%	39.32%
	Male	121	115	95%	5%	38.60%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	92	89	97%	3%	54.54%
	Black or African American	77	71	92%	8%	21.42%
	Filipino	4	4	100%	0	N/A (4 or fewer)
	Hispanic or Latino	27	25	93%	7%	20%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	11	10	91%	9%	N/A (10 or fewer)
	White	7	6	86%	14%	N/A (6 or fewer)
	English Learners	68	61	90%	10%	4.92%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	147	139	95%	5%	36.23%
	Students Receiving Migrant Education Services	0	0	0	0	N/A
	Students with Disabilities	19	15	80%	20%	13.33%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	205	94.04%	5.96%	38.92%
Female	97	90	92.78%	7.22%	39.33%
Male	121	115	95.04%	4.96%	38.60%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	92	89	96.74%	3.26%	54.55%
Black or African American	77	71	92.21%	7.79%	21.43%
Filipino	--	--	--	--	--
Hispanic or Latino	27	25	92.59%	7.41%	20.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	10	90.91%	9.09%	--
White	--	--	--	--	--
English Learners	68	61	89.71%	10.29%	4.92%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	151	143	94.70%	5.30%	36.17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	15	78.95%	21.05%	13.33%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Math

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	218	143	66%	34%	45.07%
	Female	97	69	71%	29%	41.18%
	Male	121	74	61%	39%	48.65%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	92	68	74%	26%	64.71%
	Black or African American	77	45	58%	42%	25%
	Filipino	4	4	100%	0%	N/A (4 or fewer)
	Hispanic or Latino	27	14	52%	48%	21.43%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	11	7	64%	36%	N/A (7 or fewer)
	White	7	5	71%	29%	N/A (5 or fewer)
	English Learners	68	45	66%	34%	15.56%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	147	98	67%	33%	38.80%

Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	19	10	53%	47%	N/A (10 or fewer)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	143	65.60%	34.40%	45.07%
Female	97	69	71.13%	28.87%	41.18%
Male	121	74	61.16%	38.84%	48.65%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	92	68	73.91%	26.09%	64.71%
Black or African American	77	45	58.44%	41.56%	25.00%
Filipino	--	--	--	--	--
Hispanic or Latino	27	14	51.85%	48.15%	21.43%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	7	63.64%	36.36%	--
White	--	--	--	--	--
English Learners	68	45	66.18%	33.82%	15.56%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	151	101	66.89%	33.11%	40.59%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	19	10	52.63%	47.37%	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022-2023	District 2022-2023	State 2022-2023	School 2021-22	District 2021-22	State 2021-22
Science	12.16%	21.01%	30.29%	36%	19%	29%

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8, and high school)	36.25%	12.16%	19.36%	20.14%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/24

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2022–23)**

Science

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	79	74	94%	6%	12.16%
	Female	39	36	92%	8%	8.32%
	Male	40	38	95%	5%	15.79%
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	26	26	100%	0%	19.23%
	Black or African American	32	28	88%	12%	7.14%
	Filipino	0	0	0	0	NA
	Hispanic or Latino	13	12	92%	8%	8.33%
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	4	4	100%	0%	N/A (4 or fewer)
	White	0	0	0	0	N/A
	English Learners	26	25	96%	4%	0%
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	53	50	94%	6%	8%
	Students Receiving Migrant Education Services	0	0	0	0	N/A
	Students with Disabilities	5	0	0	100%	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	74	93.67%	6.33%	12.16%
Female	39	36	92.31%	7.69%	8.33%
Male	40	38	95.00%	5.00%	15.79%
American Indian or Alaska Native	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	26	26	100.00%	0.00%	19.23%
Black or African American	32	28	87.50%	12.50%	7.14%
Filipino	--	--	--	--	--
Hispanic or Latino	13	12	92.31%	7.69%	8.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	25	96.15%	3.85%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	55	52	94.55%	5.45%	7.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	N/A	N/A	N/A	N/A	N/A
7	86%	86%	86%	86%	86%
9	N/A	N/A	N/A	N/A	N/A

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	86%	86%	86%	86%	86%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

AIMS MS encourages its families to play an active role in their child's education and to get involved in our schools. There are a variety of ways parents can become involved at AIMS MS.

Service

Parents can serve as volunteers for events such as picture day, book fairs, family events, and community workdays.

Parents also can serve, representing AIMS in local school advocacy, action advocacy, sharing their parent voice concerning issues that parents face on local platforms.

Parents have had the opportunity to meet local candidates for office and to ask questions at political forums.

Starting in January 2024 we will be there will be an award for AIMS Parent of the Month, based on their going above and beyond their contributions to the School community.

Leadership

Parents and families have had opportunities to run for office on our parent committees and have the chance to share their concerns through Google surveys, parent forums, town hall meetings with administration, and a variety of councils and committees.

Some of these councils and committees include:

DELAC (District English Language Advisory Committee)

ELAC (English Learner Advisory Committee)

SSC (School Site Council)

AIMS Parent United

To sign up and for more information, please contact Maryetta Golden, Community Liaison at maryetta.golden@aimsk12.org.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	237	231	56	24.2%
Female	103	101	28	27.7%
Male	134	130	28	21.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	96	96	8	8.3%
Black or African American	83	81	25	30.9%
Filipino	4	4	1	25.0%
Hispanic or Latino	32	30	10	33.3%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	5	5	3	60.0%
White	10	9	6	66.7%
English Learners	82	82	17	20.7%
Foster Youth	1	0	0	0.0%
Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	165	162	36	22.2%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	22	22	7	31.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

In this context, "district" refers to our local authorizer, OUSD.

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.41%	4.64%	0.03%	3.92%	3.85%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 2/1/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.64%	0.00%
Female	3.88%	0.00%
Male	5.22%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	4.17%	0.00%
Black or African American	6.02%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	4.88%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	5.45%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.55%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 2/1/24

School Safety Plan (School Year 2023–24)

Safety is one of our utmost concerns. AIMS College Prep Middle School site administrators and campus supervisors monitor the school grounds before school starts and throughout the day. AIMS MS is a closed campus; all visitors must register in the office. The school holds regularly scheduled fire, earthquake, and lockdown drills. AIMS Middle School's comprehensive safety plan is reviewed with staff annually and was most recently updated in 2023.

Last updated: 2/1/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	3	6	0
Mathematics	27.00	3	6	0
Science	27.00	3	6	0
Social Science	27.00	3	6	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	1	8	0
Mathematics	27.00	1	8	0
Science	27.00	1	8	0
Social Science	27.00	1	8	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
 (HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	3	6	0
Mathematics	25.00	3	6	0
Science	25.00	3	6	0
Social Science	25.00	3	6	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	220:1

*One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor*	220

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 2/1/24

Student Support Services Staff (School Year 2022–23)

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25 from OUSD
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5 from OUSD
Resource Specialist (non-teaching)	1
Other	0

*One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.18
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	0.18

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 2/1/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

In this context, "district" refers to our local authorizer, OUSD.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14264.00	\$5651.00	\$8612.00	\$61676.00
District	N/A	N/A	--	\$70572.00
Percent Difference – School Site and District	N/A	N/A	--	-13.45%
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	12.40%	-35.05%

Note: Cells with N/A values do not require data.

Last updated: 2/2/24

Types of Services Funded (Fiscal Year 2022–23)

After School Tutoring/Saturday School

Intervention aides who provided instructional support via small-group tutoring both during and after school. Tutoring groups are based on ability level. Classroom teachers assess students and then assign students to tutoring groups. The tutors and resource teachers frequently collaborate with and provide ongoing updates to classroom teachers to support the student's academic needs. Some teachers even offer free tutoring for students during Saturday school. Tutoring is an integral part of the AIMS and ensures that students receive the academic assistance needed to be successful at AIMS.

Title I & Title III

Through Title I and Title III funding, we are able to offer programs and services to students with after-school tutoring support. In addition, we offer a comprehensive ELD intervention program to support the needs of our ELL population. Push-in and pull-out intervention services are offered for students who are failing or at risk of failing to meet AIMS standards.

National School Lunch Program

We are proud to be able to provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All meals, foods, and beverages sold or served at school meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods, and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meals.

Student Government Association

Student Government Association (SGA) is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school.

After School Program

AIMS MS partnered with Bay Area Community Resources (BACR) to provide after-school enrichment and academic support.

Last updated: 2/1/24

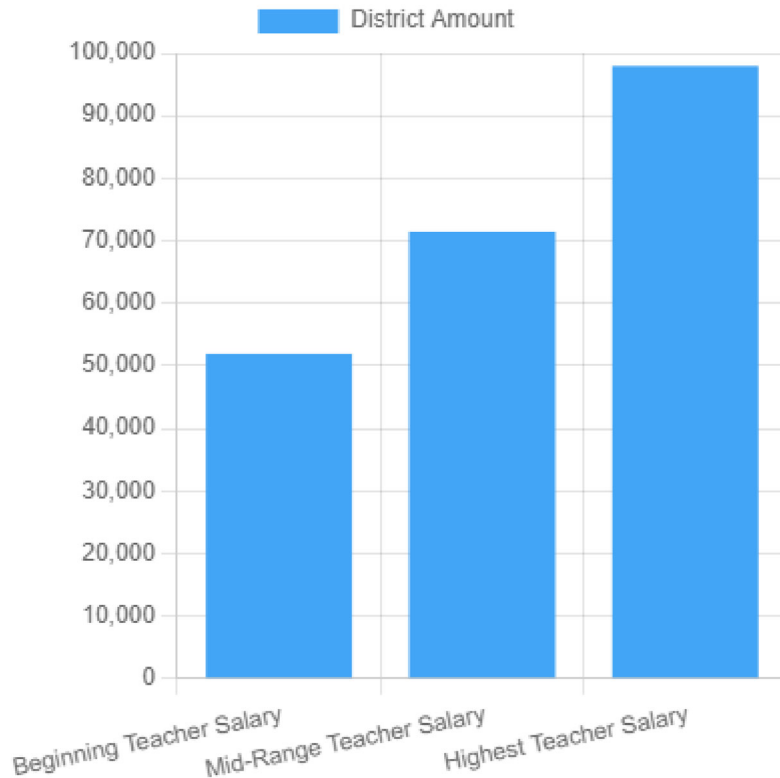
Teacher and Administrative Salaries (Fiscal Year 2021–22)

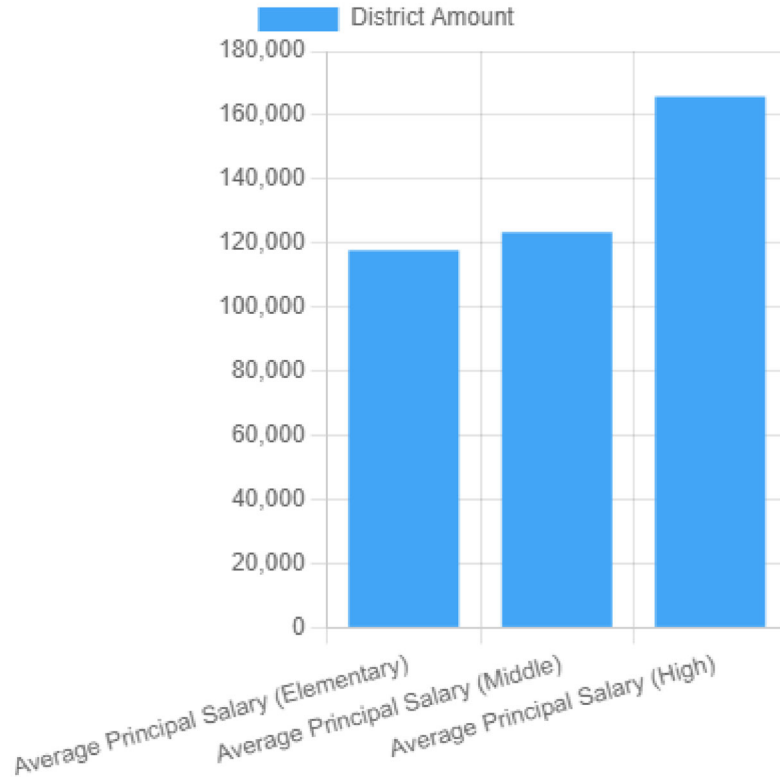
In this context, "district" refers to our local authorizer, OUSD.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51905.00	\$55549.60
Mid-Range Teacher Salary	\$71469.00	\$80702.84

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$97980.00	\$109417.68
Average Principal Salary (Elementary)	\$117779.00	\$137703.47
Average Principal Salary (Middle)	\$123453.00	\$143759.63
Average Principal Salary (High)	\$165859.00	\$159020.77
Superintendent Salary	\$307299.00	\$319442.91
Percent of Budget for Teacher Salaries	27.30%	30.35%
Percent of Budget for Administrative Salaries	8.37%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Last updated: 2/1/24

Professional Development

2023-2024

16 Full Day for Professional Development

20 Partial Days of Professional Development that are conducted after minimum school day (Fridays)

Measure	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	35	36	36

Last updated: 2/1/24

Coversheet

SARC HS - School Accountability Report Card

Section: II. Action Items
Item: K. SARC HS - School Accountability Report Card
Purpose: Vote
Submitted by:
Related Material: SARC AIMS Board Submission Cover Letter.pdf
AIMS HS - SARC.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): 02/20/2024

Item Details

Title of Item: School Accountability Report Card
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 College Prep High
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	746 Grand Ave. Oakland, CA , 94607-2714	Principal:	Natalie Glass, Director of Schools
Phone:	(510) 893-8701	Grade	9-12
		Span:	

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Natalie Glass, Director of Schools

Principal, AIMS College Prep High

About Our School

Natalie Glass - Director of Schools

As a Bay Area native, I received my Bachelor's degree in Psychology from San Francisco State University and my Master's degree from Alliant International University, San Diego. Throughout my years in education, I've had the opportunity to teach grades K-12 including public and private schools, county-operated court schools, and alternative education. I am extremely proud to have been a part of the AIMS community for the past 7 years now as a teacher of grades 1-3, Middle School Dean of Students, Middle School Head of Academics, Elementary Head of School, and now Director of Schools for K-12.

With substantial teaching experience, I pride myself in my ability to demonstrate compassion towards students while setting and maintaining clear, firm, and consistent professional boundaries

My educational experiences have provided me with opportunities to work alongside a diverse population of educators and students. My educational philosophy is rooted in an unwavering belief that all children are capable of achieving when provided a positive and safe learning environment, strong and knowledgeable leadership, and a dedicated and focused educational team.

Chaniel Clark - Head of Academics (9th-12th)

As a dedicated educator with a profound passion for diversity and a commitment to supporting students from varied cultural backgrounds and experiences, I bring more than a decade of service in education and student support, including a position of Dean of Students at AIMS MS. My educational journey commenced with the acquisition of a B.A. in Visual Communications, and I further enriched my knowledge through educational opportunities from the Harvard School of Business in Leading School Strategy and Innovation, as well as Leading Change in Education. Currently, I am actively engaged in the pursuit of my Masters in Education, driven by the desire to deepen my understanding and broaden my impact in the field.

My role at AIMS College Prep High School has been transformative, focusing the result has been a commendable 100% graduation rate, guiding students towards prestigious 100% acceptance to 4-year institutions. This success underscores my unwavering commitment to diversity and access, reflecting a passion that is evident in my advocacy for representation within educational spaces.

My educational philosophy includes recognizing the transformative power of education, particularly in terms of college access, I firmly believe that it has the potential to be life-changing for families and communities. Providing equitable

opportunities for all students, regardless of their background, contributes not only to individual success but also to the enrichment and empowerment of our communities. This reflects my belief in the intersectionality of education, social justice, and community well-being. I embrace the opportunity to contribute not only to the academic realm but also to the broader narrative of social impact and positive change. This multifaceted journey encapsulates my enduring commitment to excellence, advocacy, and the continuous pursuit of personal and professional growth in the service of education and community upliftment.

Contact _____

AIMS College Prep High
746 Grand Ave.
Oakland, CA 94607-2714

Phone: [\(510\) 893-8701](tel:5108938701)
Email: natalie.glass@aimsk12.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	AIMS K-12 College Prep Charter District
Phone Number	(510)893-8701
Superintendent	Woods, Maya
Email Address	maya.woods-cadiz@aimsk12.org
Website	https://aimsk12.org

School Contact Information (School Year 2023–24)

School Name	AIMS College Prep High
Street	746 Grand Ave.
City, State, Zip	Oakland, CA , 94607-2714
Phone Number	(510) 893-8701
Principal	Natalie Glass, Director of Schools
Email Address	natalie.glass@aimsk12.org
Website	www.aimsk12.org
County-District-School (CDS) Code	01612590111856

Last updated: 1/14/24

School Description and Mission Statement (School Year 2023–24)

About AIMS K12 College Prep Charter District

Year Founded: 1996 (Oakland, CA)
Mascot: Golden Eagles
School Colors: Red, Athletic Gold, and Royal Blue*
Number of Students: 1300
Website: www.aimsk12.org
Email Address: Communications@aimsk12.org
District Address: 171 12th Street Oakland, CA 94607
Office Phone Number: (510) 893-8701
Superintendent: Maya Woods-Cadiz
Board President: Christopher Edington

AIMS K-12 History

Founded in 1996, AIMS K-12 began as a middle school (AIPCS) by Native

American families looking to retain a cultural connection for their children. AIPCS was Oakland's second publicly-funded charter school. In 2006, AIPCS became the first Oakland public charter school in Oakland to win recognition as a National Blue-Ribbon School. Later that year, AIPCS expanded to include a high school (AIPHS), and, in 2012, AIMS K-12 expanded to include an elementary school. As AIMS K-12 grew, the student body became increasingly diverse and, in 2018, both our elementary and middle schools were recognized for nearly closing the achievement gap in African American students.

During the 2018-19 school year, the AIMS Board of Trustees (the "Board") took action to change the name of AIPHS to AIMS College Prep High School (AIMS HS). During the 2019- 20 school year, AIMS College Prep High School was awarded the A-G Award from Families In Action (FIA) with 100% A-G graduate rate completion for African-American students. Additionally, in 2020, the AIMS K12 organization received the California Charter School Association Hart Vision Award, recognizing AIMS as the Northern California Charter school network of the year. In 2017, AIMS HS began its first athletic program. Since that time, our sports teams have won 4 varsity championships, 3 varsity championship runner-up's, 5 JV Championships, 2 CIF-Oakland Section Championship Runner-Ups, and 8 students participated in the CIF State Championships over a two-year period. Students must maintain a 3.0 GPA in order to partake in AIMS sports programs.

AIMS Mission Statement

AIMS exists to prepare all students, especially those who have been traditionally underserved, to enter a four-year college after graduation from high school and complete at minimum a four-year degree.

AIMS Credo

The Family - We are a family at AIMS K-12.

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

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

The Journey - We will go forward, continue working, and remember we will always be a part of the AIMS K-12 family.

AIMS Values

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.

Equity - Social awareness and justice that leads to action.

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

AIMSTRONG

AIMSTRONG has developed into the official moniker of the AIMS K12 College Prep Charter District. The AIMSTRONG acronym describes the model AIMS student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone for

future success. Academics means developing and growing our scholarship, our grades, our inquiry, our brains.

Integrity: Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.

Mentorship: Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.

Strength: The influence or power you possess to combat the rigors of academics and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.

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 goal.

Responsibility: Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.

Organization: Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.

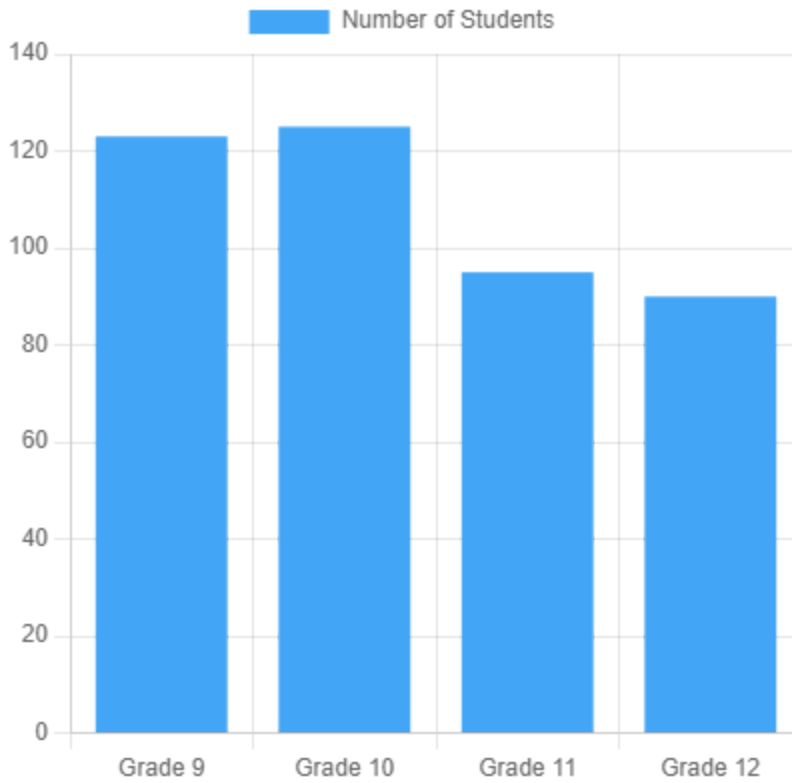
Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

Grit: To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up again

Last updated: 1/11/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	123
Grade 10	125
Grade 11	95
Grade 12	90
Total Enrollment	433



Last updated: 1/9/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	48.50%
Male	51.50%
Non-Binary	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	21.20%
Foster Youth	0.20%
Homeless	0.00%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.00%
Asian	37.60%
Black or African American	35.10%
Filipino	0.20%
Hispanic or Latino	18.00%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	2.50%
White	5.10%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disadvantaged	79.70%
Students with Disabilities	3.50%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.10	37.04%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.80	59.40%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	0.50	3.50%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	16.50	100.00%	2598.40	100.00%	274759.10	100.00%

This data is being pulled from the 2021-2022 school year after we returned from COVID-19 closures. In 21-22, AIMS College Prep High School had 0 "out-of-field" teachers, 10% intern, and 33% "ineffective" teachers.

Under legal authority by the Commission on Teacher Credentialing (CTC) in the State of California, in cases where a valid credential was not held to enable teacher(s) to provide core instruction, a Provisional Intern or Short-Term Staff Permit met State Assignment Monitoring standards. While acceptable and routine practice in staffing under teacher

shortage conditions, these Permits do not satisfy Federal ESSA requirements resulting in teachers being reported as not meeting the “clear” standard.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.10	37.04	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.80	59.40	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	64.80	2.50	12115.80	4.41
Unknown	0.50	3.50	240.60	9.26	18854.30	6.86
Total Teaching Positions	16.5	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff

members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/12/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.50	44.31%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.90	9.71%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.30	42.45%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.30	3.24%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	10.20	100.00%	2573.20	100.00%	279044.80	100.00%

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Under legal authority by the Commission on Teacher Credentialing (CTC) in the State of California, in cases where a valid credential was not held to enable teacher(s) to provide core instruction, a Provisional Intern or Short-Term Staff Permit met State Assignment Monitoring standards. While acceptable and routine practice in staffing under teacher

shortage conditions, these Permits do not satisfy Federal ESSA requirements resulting in teachers being reported as not meeting the “clear” standard.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.80	59.40	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	64.80	2.50	12115.80	4.41
Unknown	0.50	3.50	240.60	9.26	18854.30	6.86
Total Teaching Positions	16.5	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff

members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/12/24

**Teachers Without Credentials and Misassignments
 (considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	1.80
Misassignments	9.80	2.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	9.80	4.30

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Table 9: Credentialed Teachers Assigned Out-of-Field
 (considered "out-of-field" under ESSA)

Indicator	2020- 21 Number	2021- 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	62.10%	36.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	38.00%	0%

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	62.10	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	38.00	N/A

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>9th Grade - Foundations of Language and Literature (Bedford, Freeman, & Worth, 2018)</p> <p>Novel List: Black Boy; Bless Me, Ultima; The Adventures of Huckleberry Finn; Lord of the Flies; Romeo and Juliet; The Catcher in the Rye; The Color Purple; The Grapes of Wrath</p> <p>10th Grade - Everything's An Argument with Readings (Bedford, Freeman, & Worth, 2022)</p> <p>Novel List: A Raisin in the Sun; Wuthering Heights; Macbeth; Brave New World; The Great Gatsby; The Kite Runner; The Odyssey; Joy Luck Club</p> <p>11th Grade - Ideas in Argument Building Skills and Understanding for the AP® English Language Course (Bedford, Freeman, & Worth, 2022)</p> <p>Novel List: Crime and Punishment; East of Eden; Great Expectations; 1984; Jane Eyre; Merchant of Venice; Moby Dick; The</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Scarlet Letter; Their Eyes Were Watching God; The Awakening 12th Grade - Literature & Composition Essential Voices, Essential Skills for the AP® Course (Bedford, Freeman, & Worth, 2022) Novel List: The Jungle; A Portrait of the Artist; Frankenstein; Heart of Darkness; Invisible Man; Light in August; King Lear; One Hundred Years of Solitude; Beloved; Catch 22 ?		
Mathematics	Common Core Algebra 1 with CalcChat & CalcView (Big Ideas Learning) Common Core Geometry with CalcChat & CalcView (National Geographic Learning) Big Ideas Math Algebra 2: A Common Core Curriculum(Big Ideas Learning) Precalculus with Limits: A Graphing Approach (Cengage) Calculus, 11e (Cengage) Introduction to Statistics and Data Analysis Hardcover		0
Science	The Living Earth, 2nd Edition (BioZone) Exploring Environmental		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Science for AP Campbell Biology, 12th Edition California Inspire Chemistry, California Edition (McGraw Hill) AP Computer Science A by Project STEM.		
History-Social Science	World Civilizations: The Global Experience, Since 1200 AP* Edition, 8th Edition Human Geography for the AP® Course The American Pageant 16th Ed (Cengage) Harrison, American Democracy Now, 7e		0
Foreign Language	Integrated Chinese, Volume 1 (Cheng & Tsui) Integrated Chinese, Volume 2 (Cheng & Tsui) Integrated Chinese, Volume 2 (Cheng & Tsui) T'es branché 1 (EMC Publishing) T'es branché 2 (EMC Publishing)		0
Health			0
Visual and Performing Arts	Teacher generated curriculum based upon the		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 1/11/24

School Facility Conditions and Planned Improvements

General

AIMS HS is located on the Lakeview campus under Prop 39, agreement with OUSD. Our school prides itself in providing a safe, clean, and well-maintained environment to its families and staff members. We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our facility. The school grounds, restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention.

Maintenance and Repairs

AIMS model dictates that anything that requires maintenance or repair be addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our admin team to be serviced. Maintenance/repair personnel are immediately contacted by our admin staff during the day for any issue.

Cleaning

During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after lunch, etc. After school, Custodial staff work to maintain a clean campus daily.

Last updated: 1/23/24

School Facility Good Repair Status

General

AIMS HS is located on the Lakeview campus under Prop 39, agreement with OUSD. Our school prides itself in providing a safe, clean, and well-maintained environment to its families and staff members. We have used the Facility Inspection Tool from the State of California OPSC (Office of Public School Construction) to systematically gather insight into the condition of our facility. The school grounds, restrooms, and building are in excellent condition. Any repairs or problems are given immediate attention.

Maintenance and Repairs

AIMS model dictates that anything that requires maintenance or repair be addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our admin team to be serviced. Maintenance/repair personnel are immediately contacted by our admin staff during the day for any issue.

Cleaning

During the day, everyone at school contributes to the cleanliness of the school by picking up after themselves, sweeping the floor, wiping down the tables after lunch, etc. After school, Custodial staff work to maintain a clean campus daily.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Good
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Last updated: 1/14/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
 Grades Three through Eight and Grade Eleven taking and completed state-
 administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

AIMS HS

Subject	School 2022- 2023	District 2022-2023	State 2022- 2023	School 2021-22	District 2021-22	State 2021-22
English Language Arts/Literacy Grades 3-8 and 11	67.03%	33.06%	46.66%	43%	35%	47%
Mathematics (grades 3- 8 and 11)	58.24	25.42%	34.62%	37%	25%	33%

Subject	School 2021- 22	School 2022- 23	District 2021- 22	District 2022- 23	State 2021- 22	State 2022- 23
English Language Arts / Literacy (grades 3-8 and 11)	43%	67%	35%	33%	47%	46%
Mathematics (grades 3-8 and 11)	37%	58%	25%	25%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/11/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
 state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

ELA	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
2022- 2023	All Students	93	92	99	1	67
	Female	56	55	98	2	65.46
	Male	37	37	100	0	69.45
	American Indian or Alaska Native	0	0	0	0	N/A

Asian	37	37	100	0	83.78
Black or African American	30	30	100	0	63.34
Filipino	0	0	0	0	N/A
Hispanic or Latino	18	17	94	6	47.06
Native Hawaiian or Pacific Islander	0	0	0	0	N/A
Two or More Races	0	0	0	0	N/A
White	5	5	100	0	N/A (5 or fewer)
English Learners	10	10	100	0	N/A (Fewer than 11)
Foster Youth	0	0	0	0	N/A
Homeless	0	0	0	0	N/A
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	73	73	100	0	69.87
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	92	98.92%	1.08%	67.03%
Female	56	55	98.21%	1.79%	65.45%
Male	37	37	100.00%	0.00%	69.44%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	37	37	100.00%	0.00%	83.78%
Black or African American	30	30	100.00%	0.00%	63.33%
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44%	5.56%	47.06%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	74	73	98.65%	1.35%	69.86%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Math

2022-2023	Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
	All Students	93	91	98	2	58.24
	Female	56	54	96	4	66.67
	Male	37	37	100	0	45.95
	American Indian or Alaska Native	0	0	0	0	N/A
	Asian	37	37	100	0	89.19
	Black or African American	30	30	100	0	43.34
	Filipino	0	0	0	0	N/A
	Hispanic or Latino	18	17	94	6	35.3
	Native Hawaiian or Pacific Islander	0	0	0	0	N/A
	Two or More Races	0	0	0	0	N/A
	White	5	4	80	20	N/A (5 or fewer)
	English Learners	10	9	90	10	N/A (Fewer than 11)
	Foster Youth	0	0	0	0	N/A
	Homeless	0	0	0	0	N/A
	Military	0	0	0	0	N/A
	Socioeconomically Disadvantaged	73	72	99	1	62.5
	Students Receiving Migrant Education	0	0	0	0	N/A

Services

Students with
Disabilities

0

0

0

0

N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	91	97.85%	2.15%	58.24%
Female	56	54	96.43%	3.57%	66.67%
Male	37	37	100.00%	0.00%	45.95%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	37	37	100.00%	0.00%	89.19%
Black or African American	30	30	100.00%	0.00%	43.33%
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44%	5.56%	35.29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	74	72	97.30%	2.70%	62.50%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022-2023	District 2022-2023	State 2022-2023	School 2021-22	District 2021-22	State 2021-22
Science	N/A (did not take)	21.01%	30.29%	31%	19%	29%

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8, and high school)	30.77%		19.36%	21.01%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2022–23)**

Science

2022-2023 Student Group		Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
AIMS HS did not test in CAST						
All Students		93	0	0	100	N/A
Female		56	0	0	100	N/A
Male		37	0	0	100	N/A
American Indian or Alaska Native		0	0	0	100	N/A
Asian		37	0	0	100	N/A
Black or African American		30	0	0	100	N/A
Filipino		0	0	0	100	N/A
Hispanic or Latino		18	0	0	100	N/A
Native Hawaiian or Pacific Islander		0	0	0	100	N/A
Two or More Races		0	0	0	100	N/A
White		5	0	0	100	N/A
English Learners		10	0	0	100	N/A
Foster Youth		0	0	0	100	N/A
Homeless		0	0	0	100	N/A
Military		0	0	0	100	N/A
Socioeconomically Disadvantaged		73	0	0	100	N/A
Students Receiving Migrant Education Services		0	0	0	100	N/A
Students with Disabilities		0	0	0	100	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	0	0%	100%	0%
Female	56	0	0%	100%	
Male	57	0	0%	100%	

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	0	0	0%	0%	
Asian	38	0	0%	100%	
Black or African American	32	0	0%	100%	0%
Filipino	0	0	0%	0%	
Hispanic or Latino	19	0	0%	100%	
Native Hawaiian or Pacific Islander	0	0	0%	0%	
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	0	0%	100%	
Foster Youth	0	0	0%	100%	
Homeless	0	0	0%	100%	
Military	0	0	0%	100%	
Socioeconomically Disadvantaged	71	0	0%	100%	
Students Receiving Migrant Education Services	0	0	0%	100%	
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Career Technical Education (CTE) Programs (School Year 2022–23)

N/A

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Last updated: 1/11/24

Career Technical Education (CTE) Participation (School Year 2022–23)

N/A

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/11/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.38%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	99.14%

Last updated: 1/11/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Trunk Extensor Strength and Flexibility	Component 3: Sit and Reach Flexibility	Component 4: Abdominal Strength and Endurance (curl up)	Component 5: Upper Body Strength and Endurance (Push Up)
	9	94%	94%	94%	94%

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
	9	94%	94%	94%	94%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

AIMS K-12 College Prep Charter District encourages its families to play an active role in their child's education and to get involved in our schools. There are a variety of ways parents can become involved at AIMS.

Service

Parents can serve as volunteers for events such as picture day, book fairs, family events, and community workdays.

Parents also can serve, representing AIMS in local school advocacy, action advocacy, sharing their parent voice concerning issues that parents face on local platforms.

Parents have had the opportunity to meet local candidates for office and to ask questions at political forums.

Starting in January 2024 we will be there will be an award for AIMS Parent of the Month, based on their going above and beyond their contributions to the School community.

Leadership

Parents and families have had opportunities to run for office on our AIMS parent committees and have the chance to share their concerns through Google surveys, parent forums, town hall meetings with administration, and a variety of councils and committees.

Some of these councils and committees include:

DELAC (District English Language Advisory Committee)

ELAC (English Learner Advisory Committee)

SSC (School Site Council)

AIMS Parent United

To sign up and for more information, please contact Maryetta Golden, Community Liaison at maryetta.golden@aimsk12.org.

State Priority: Pupil Engagement

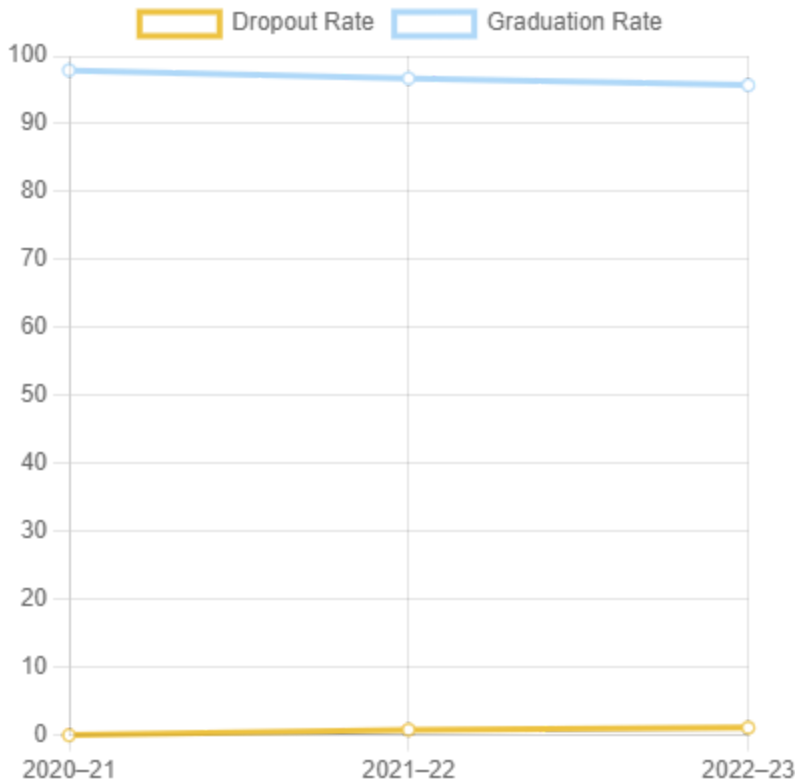
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	0%	0.8%	1.1%	11.3%	14.4%	11.7%	9.4%	7.8%	8.2%
Graduation Rate	97.9%	96.7%	95.7%	77.1%	78.8%	79.3%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/9/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	92	88	95.7%
Female	36	33	91.7%
Male	56	55	98.2%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	35	35	100.0%
Black or African American	31	29	93.5%
Filipino	0	0	0.00%
Hispanic or Latino	20	19	95.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	23	22	95.7%
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	79	75	94.9%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/11/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	450	446	87	19.5%
Female	222	219	48	21.9%
Male	228	227	39	17.2%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	167	165	11	6.7%
Black or African American	159	159	31	19.5%
Filipino	2	1	0	0.0%
Hispanic or Latino	84	84	24	28.6%
Native Hawaiian or Pacific Islander	1	1	1	100.0%
Two or More Races	12	12	4	33.3%
White	23	23	15	65.2%
English Learners	95	95	22	23.2%
Foster Youth	1	1	1	100.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	360	358	69	19.3%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	19	19	6	31.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	4.07%	2.22%	0.03%	3.92%	3.85%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.22%	0.00%
Female	2.25%	0.00%
Male	2.19%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.20%	0.00%
Black or African American	2.52%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.38%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	8.33%	0.00%
White	4.35%	0.00%
English Learners	1.05%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.50%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.26%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

Safety is one of our utmost concerns. AIMS College Prep High School site administrators and campus supervisors monitor the school grounds before school starts and throughout the day. AIMS High School is a closed campus, and all visitors must register in the school’s main office. The school holds regularly scheduled fire, earthquake, and lockdown drills. AIMS High School's comprehensive safety plan is reviewed with staff annually and was most recently updated in 2023.

Last updated: 1/26/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	8	9	4
Mathematics	27.00	3	9	4
Science	29.00	3	7	5
Social Science	26.00	6	11	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	4	6	1
Mathematics	24.00	6	5	1
Science	27.00	2	6	1
Social Science	27.00	3	13	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
 (HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	2	2	1
Mathematics	21.00	6	4	1
Science	28.00	0	3	1
Social Science	26.00	2	1	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/9/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title Ratio

Pupils to Academic Counselor* 450: 3

Title	Ratio
Pupils to Academic Counselor*	145

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/26/24

Student Support Services Staff (School Year 2022–23)

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25 from OUSD
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.1 from OUSD
Resource Specialist (non-teaching)	1
Other	0

*One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.33
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	1.30

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/26/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15297.00	\$5128.00	\$10169.00	\$61822.00
District	N/A	N/A	--	\$70572.00
Percent Difference – School Site and District	N/A	N/A	--	-13.21%
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	28.83%	-35.82%

Note: Cells with N/A values do not require data.

Last updated: 1/22/24

Types of Services Funded (Fiscal Year 2022–23)

After School Tutoring/Saturday School

Intervention aides who provided instructional support via small-group tutoring both during and after school. Tutoring groups are based on ability level. Classroom teachers assess students then assign students to tutoring groups. The tutors and resource teachers frequently collaborate with and provide ongoing updates to classroom teachers to support the students' academic needs. Some teachers even offer free tutoring for students during Saturday school. Tutoring is an integral part of the AIMS and ensures that students receive the academic assistance needed to be successful at AIMS.

Title I & Title III

Through Title I and Title III funding we are able to offer programs and services to students with after-school tutoring support. In addition, we offer a comprehensive ELD intervention program to support the needs of our ELL population. Push in and pull out intervention services are offered for students who are failing or at risk of failing to meet AIMS standards.

National School Lunch Program

We are proud to be able to provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All meals, foods, and beverages sold or served at school meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods, and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meals.

Student Government Association

Student Government Association (SGA) is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life in school.

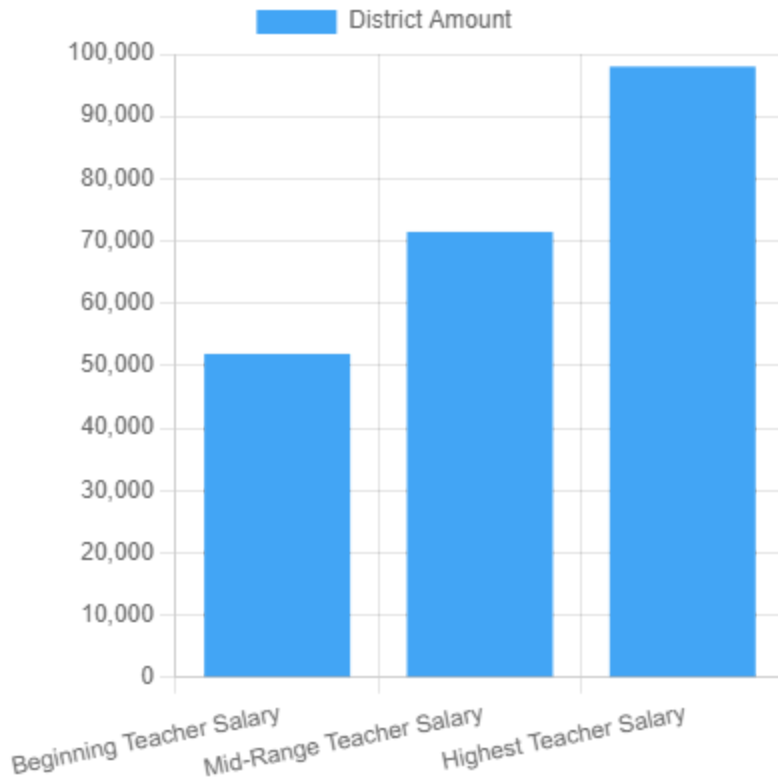
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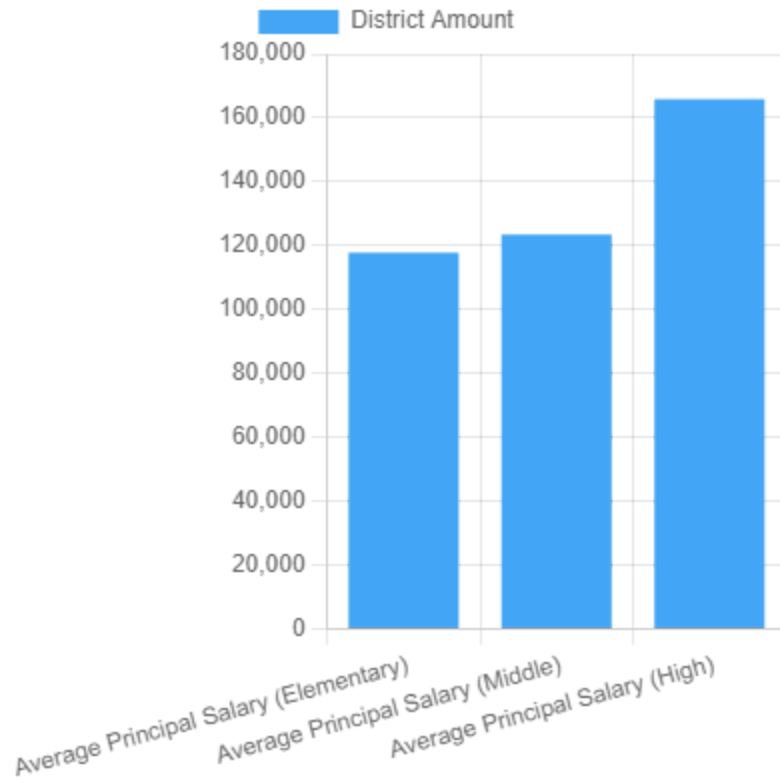
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51905.00	\$55549.60
Mid-Range Teacher Salary	\$71469.00	\$80702.84
Highest Teacher Salary	\$97980.00	\$109417.68
Average Principal Salary (Elementary)	\$117779.00	\$137703.47

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$123453.00	\$143759.63
Average Principal Salary (High)	\$165859.00	\$159020.77
Superintendent Salary	\$307299.00	\$319442.91
Percent of Budget for Teacher Salaries	27.30%	30.35%
Percent of Budget for Administrative Salaries	8.37%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Last updated: 1/9/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 100 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	3
Fine and Performing Arts	2
Foreign Language	1
Mathematics	4
Science	4
Social Science	4
Total AP Courses Offered*	18

* Where there are student course enrollments of at least one student.

Last updated: 1/26/24

Professional Development

2023-2024

16 Full Day for Professional Development

20 Partial Days of Professional Development that are conducted after minimum school day (Fridays)

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36

Last updated: 1/11/24

Coversheet

Board Policy Update Comprehensive Safety Plan

Section: II. Action Items
Item: L. Board Policy Update Comprehensive Safety Plan
Purpose: Vote
Submitted by:
Related Material: Board Policy Update Comprehensive Safety Plan.pdf
Board Policy Update Cover Letter.pdf

AIMS K-12 College Prep Charter District

Board Policy

Comprehensive School Safety Plan

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

- cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 3515 - Campus Security)
- (cf. 3515.2 - Disruptions)
- (cf. 3515.3 - District Police/Security Department)
- (cf. 3515.7 - Firearms on School Grounds)
- (cf. 5131 - Conduct)
- (cf. 5131.2 - Bullying)
- (cf. 5131.4 - Student Disturbances)
- (cf. 5131.41 - Use of Seclusion and Restraint)
- (cf. 5131.7 - Weapons and Dangerous Instruments)
- (cf. 5136 - Gangs)
- (cf. 5137 - Positive School Climate)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 5145.9 - Hate-Motivated Behavior)

The school site council at each school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

- (cf. 0420 - School Plans/Site Councils)
- (cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

- (cf. 0500 - Accountability)
- (cf. 9320 - Meetings and Notices)

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s).

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by administrators in accordance with Education Code 32281. In developing such strategies, administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

(cf. 1340 - Access to District Records)

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985
32270 School safety cadre
32280-32289 School safety plans
32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
41020 Annual audits
48900-48927 Suspension and expulsion
48950 Speech and other communication
49079 Notification to teacher; student act constituting grounds for suspension or expulsion
67381 Violent crime
GOVERNMENT CODE
54957 Closed session meetings for threats to security
PENAL CODE
422.55 Definition of hate crime
626.8 Disruptions
11164-11174.3 Child Abuse and Neglect Reporting Act
CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools
CODE OF REGULATIONS, TITLE 5
11987-11987.7 School Community Violence Prevention Program requirements
11992-11993 Definition, persistently dangerous schools
UNITED STATES CODE, TITLE 20
7111-7122 Student Support and Academic Enrichment Grants
7912 Transfers from persistently dangerous schools
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students
Against Sex Discrimination, July 2016

Providing a Safe, Nondiscriminatory School Environment for Transgender and
Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, rev. 2011

Community Schools: Partnerships Supporting Students, Families and Communities, Policy
Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS

Uniform Crime Reporting Handbook, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention>

Federal Bureau of Investigation: <http://www.fbi.gov>

National Center for Crisis Management: <http://www.schoolcrisisresponse.com>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

U.S. Secret Service, National Threat Assessment Center:

<http://www.secretservice.gov/protection/ntac>

Updated 3/1/24



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): 02/29/2024

Item Details

Title of Item: Board Policy Update Comprehensive Safe School
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

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

If no: Explain why:

Deadline Information

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

Financial Information (if applicable):

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

Coversheet

Second Interim FY2023/2024

Section: II. Action Items
Item: M. Second Interim FY2023/2024
Purpose: Vote
Submitted by:
Related Material: AIMS Board Submission Cover Letter.pdf
AIMS_Exec_Memo_2023-24_2nd_interim.docx
AIMS Elem FY23-24 2nd Interim report.xls
AIMS HS FY23-24 2nd Interim report.xls
AIMS MS FY23-24 2nd Interim report.xls



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

Submitter Information

Full Name: Katema Ballentine
Position/Title: CBO
Department: Business Operation Services
Date of Submission (MM/DD/YYYY): 2/27/2024

Item Details

Title of Item: 2023-2024 2nd Interim Report
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:
Mandatory 2nd Interim Reports for all 3 schools. Total Revenue:
\$24'534,792; Total Expenses \$23,545,992; Ending Fund Bal \$13,655,840
Providing 127.6 days of operation. Required Submission: 3/1/2024

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): 03/01/2024

Financial Information (if applicable):

Total Cost: \$ 23,545,992

Is this expenditure included in the annual budget?

- Yes
- No

Please specify in which plan this expense is indicated:

- SPSA
- LCAP
- Other: ALL PLANS



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AIMS K-12 COLLEGE PREP
 2023-2024 2nd Interim Budget Executive Summary

AIMS K-12 College Prep, formerly known as, American Indian Model Schools, is a Charter District comprised of 3 schools. AIMS College Prep Middle School was initially established in 1996, celebrating its’ 25th Anniversary in June 2022. The AIMS K-12 College Prep Charter District was formed in 2006 with the expansion of schools, adding AIMS College Prep High School and American Indian Public Charter II, (K-8). The Charter is located in the city of Oakland in Alameda County.

AIMS K-12 College Prep 2023-2024 2nd Interim projects enrollment of 1222 students in 3 schools; One K-8, One Middle School (6-8) and One High School. AIMS K-12 currently employs 6 part-time and 121 full-time staff to serve our students.

Governance

The Charters are governed by a volunteer Board of Directors. There are five members of the board, each volunteering their term. The school board meets every other month on the third Tuesday. The Board of Directors are supported by a several other committees such as the Governance, Finance, Facility and LCAP Advisory Committees’ that also meet monthly. Charter operations are led by Superintendent Maya Woods-Cadiz.

Enrollment

In accordance to the Charter Agreement with Oakland Unified School District, AIMS K12 has nearly reached its full enrollment capacity. AIMS College Prep Middle School is capped at 250 students, American Indian Public Charter II (AIPCS II) 675, and AIMS College Prep High School at 450. The report below reflects enrollment numbers, the Average Daily Attendance (ADA) number and the Average Daily Attendance (ADA) percentages used in projecting the budgets.

These numbers have had an impact on the LCFE General Fund allocations however other State and Federal supports have been fundamental in maintaining AIMS K 12 standards. For the 2023-2024 2nd Interim Budget enrollment numbers remain flat.

2023-2024 1st INTERIM	AIMS MIDDLE	AIPCS II	AIMS HIGH	TOTAL
<i>Enrollment</i>	212	639	371	1222.00
<i>Average Daily Attendance</i>	96%	96%	96%	
<i>Average Daily Enrollment</i>	202.67	613.44	354.31	1170.42



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2023-2024 2nd INTERIM	AIMS MIDDLE	AIPCS II	AIMS HIGH	TOTAL
Enrollment	212	639	371	1222.00
Average Daily Attendance	96%	96%	96%	
Average Daily Enrollment	202.67	613.44	354.31	1170.42

2023-2024 State Budget

INTRODUCTION MAY REVISION — 2023-24

The May Revision includes total funding of \$127.2 billion for K-12 education (\$79.1 billion General Fund and \$48.1 billion other funds). Because available Proposition 98 resources have declined between the Governor’s Budget and the May Revision, the May Revision adjusts and repurposes prior one-time allocations to continue supporting and maintaining critical ongoing education investments. The May Revision repurposes modest portions of the funding previously provided to support the Arts, Music, and Instructional Materials Block Grant and the Learning Recovery Emergency Block Grant to support the Local Control Funding Formula. With these changes, the state is reasonably positioned to sustain the continued multi-year implementation of the California for All Kids plan—a whole child framework to close opportunity gaps by accelerating learning and investing in the educator workforce while providing universal access to early learning, before and after school care, comprehensive nutrition services, and increasing the number of community schools in high-needs communities. Further, the May Revision does not reflect a discretionary withdrawal from the Public-School System Stabilization Account.

The decrease in revenues projected for fiscal years 2021-22, 2022-23, and 2023-24 results in a corresponding decrease in resources for K-14 schools. Proposition 98 is estimated to be \$110.6 billion in 2021-22, \$106.8 billion in 2022-23, and \$106.8 billion in 2023-24, representing a three-year decrease in the minimum Guarantee of \$2 billion below the level estimated in the Governor’s Budget. These funding levels include property tax increases of \$15 million in 2021-22, \$767 million in 2022-23, and \$201 million in 2023-24.

What does the Governor’s May Revision mean for AIMS K-12?

- 1. State tax revenue is lower than projected and there is more risk than usual of the state’s fiscal situation getting worse*
- 2. 8.22% COLA to just about all programs, which is great news (and slightly higher than January’s 8.13%)*
- 3. But to do the above despite the state’s worsening fiscal outlook, the governor proposed to cut the already-published Arts and Music Instructional Block Grant and Learning Recovery block grant amounts by roughly 25% and 32% respectively*



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Budget

AIMS K-12 College Prep fiscal year is from July 1 to June 30, as prescribed for all governmental agencies in the state. AIMS K-12 2023-2024 2nd Interim Budget is projected as a \$24,534,794 a 1% increase from the 2023-2024 1st Interim Budget.

REVENUES	AIMS K-12 COLLEGE PREP			
	23-24 1st Interim	23-24 2nd Interim	Variance	%
TOTALS	\$ 24,285,798	\$ 24,534,794	\$ 248,996	1.03%

**LCFF: Local Control Funding Formula*

The General Fund (*LCFF + Other State Revenue*) is used to record the day-to-day operations of the charter. There are nine special purpose funds to capture the remaining budget.

- GENERAL PURPOSE: State Apportionments include the LCFF calculations based on Average Daily Attendance enrollment and percentages (ADA) and Other State Revenue: State Food Revenue, State Lottery and State Mandated Block Grant

Special State Funds

- ASES: Afterschool Program
- A-G Grants (for High School Only)
- Educator Effectiveness Block Grant (*Expired 22-23*)
- Art and Music Block Grant

Local Funds

- LOCAL FUNDS (Measure G1, Donations & Grants)
- Special Education Funding

Federal

American Indian Model Schools receives direct funding* of federal funds for at risk students:

**Direct Funding: Federal allocation is directly provided to Charter. The funds do not “pass-through” the Authorizing District (Oakland Unified School District). These funds are issued at a reimbursement rate, funds must be expended and applied for reimbursement quarterly.*

- Title I, Part A Low Income at Risk
- Professional Development (Title II)
- English Learners (Title III)
- Title VI,



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- NSLP/SSO: Funding to provide meals to those students qualifying for free or reduced lunches. *(SSO (Pandemic Support) annual plan expired June 30,2022)*
- Facilities Grant *(Expired June 2022)*
- CARES Act: ESSER Funding (1st and 2nd Round) *(Expired June 2022)*
- ESSER III (3 Year grant 21-22 thru 23-24)
- Expanded Learn Opportunity Plan *(Expired June 2022)*
- Expanded Learning Opportunity Plan -Para-professional *(Expired June 2022)*
- COVID response- In-Person Learning Grant *(Expired June 2022)*
- Extended Learning Opportunity Grant *(Expired June 2023)*
- Pre-K Grant (Planning) *(Revenue recognized in 21-22)*

Budget Benchmarks – Process timeline

- AIMS K-12 2023-2024 Budget Adoption: June 15,2023
- State's 2023-2024 June Budget Adoption: June 30,2023
- 45 Day Budget Revision (not required): Mid-August
- Unaudited Actuals (2022-23 Closing): September 01,2023
- First Interim (Realignment based on July – Oct 31 Activity): December 1, 2023
- January Governors Release (Projections for 2024-2025): January 2024
- **Second Interim (Realignment based on Nov 1, 2023– Jan 31, 2024)-
March 1,2024**
- Governors May Revise (Revision to Jan. Gov. Release): May 2024
- 2024-25 Budget Adoption – June 15, 2024

2nd Interim Budget

Adopted Budget is the plan of financial operation consisting of an estimate of proposed revenue and expenditures for the upcoming fiscal year. School district budgets are adopted based on estimates of State funding. Once the State adopts their budget, school district budgets are subsequently updated.

The 2nd interim is the report of expenditures reported through the second quarter (through January 31, 2024) of the year.

Revenues

AIMS K12 is primarily funded by State and Federal revenues. AIMS receives 87% of its revenue from State resources, 7% from Federal Resources and 6% of revenues are based on grants and/or local revenues. The demographic displays the change in the revenue sources, during the Adoption Budget AIMS K-12 received 84% of resources from State revenues, 11% from Federal Revenues and 6% from Local funds.



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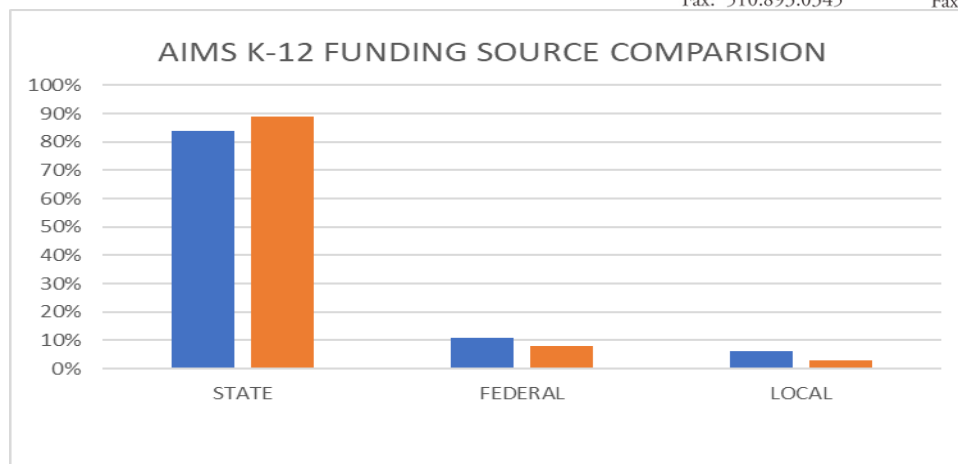
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EXPIRED PROGRAMS

COVID RESPONSE FUNDING:

SSO Grant:

On September 17, 2020 AIMS K12 was approved to participate in the SSO Food program and will continue through the 2021-2022 fiscal year. This program was designed to ensure that students and families were provided with meals during the pandemic. The State funded program, reimburses full cost of meals AIMS K12 distributes to its students and surrounding community. The program differs from the NSLP program as it does not require the same level of record maintenance for reimbursement as this program tracks the meals distributed not the child it is distributed to. The language also allows AIMS to provide meals for any community member under the age of 18. The program allows for full reimbursement of cost.

ESSER I: ESSER funding was initially outlined in the 2020-21 Governor’s budget. The funds were provided to California through the Federal Coronavirus Aid Relief and Economic Security Act (CARES) and allocated in the Governor’s ESSER budget for schools. ESSER funds are available for expensing until 9/30/2022. These funds are meant to assist schools in preparing for distance or hybrid learning. AIMS approved the application for the ESSER funds during the August 18, 2020 Board Meeting. The total State budget is 1.65B of which AIMS K12 received \$304,843 in 2020-2021. These funds will be completely expended in the 2021-2022 school year.

ESSER II: California Department of Education has released the new allocations for the second round of ESSER funds in which AIMS K12 has received an additional \$1,260,266. The funds are available for use beginning 2020-2021 through the 2021-2022 school year. AIMS began to expense in the 2020-2021 fiscal year and the remaining funds are allocated in the current fiscal year. These funds will be fully expended by June 30, 2022.



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IN-PERSON INSTRUCTION

The In-Person Instruction grant provides funding to county offices of education (COE), school districts, charter schools and state special schools to assist with offering in-person instruction to the greatest extent possible during the 2020-21 school year; and to expand in-person instructional time and provide academic interventions and pupil supports to address barriers to learning, and accelerate progress to close learning gaps. The In-Person Instruction grant is allowable for use in the 2021-22 and will be fully expended by year end.

PRE-K GRANT (Planning Year)

The California Pre-kindergarten Planning and Implementation Grant Program was established as a state initiative with the goal of expanding access to classroom-based prekindergarten program at LEAs and planning for the increased number of teachers needed to fully implement Universal Prekindergarten. American Indian Public Charter II (AIPCS II) was the only school within AIMS K-12 District to qualify for the funding. Funding was received in 2021-2022.

ROBERTO FAMILY TRUST DONATION

In 2012 American Indian Public Charter (AIMS MIDDLE) and American Indian Public High School (AIMS HIGH) were named in the Roberto Family Trust each school was granted \$127,964. AIMS K-12 Board of trustees recognized these funds during 2020-2021 1st Interim. As of 2021-2022 1st Interim, the final paperwork for the release of funds have been submitted and anticipate receipt by the 2nd Interim.

EDUCATOR EFFECTIVENESS BLOCK GRANT

Educator Effectiveness funds may be used to support the professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Coaching and mentoring of staff. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science. Practices and strategies that reengage pupils and lead to accelerated learning. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being. Practices to create a positive school climate. Strategies to improve inclusive practices. Instruction and education to support implementing effective language acquisition programs for English learners. Funding was received in 2021-2022.



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EXTENDED LEARNING OPPORTUNITY GRANT (ELO)

The Extended Learning Opportunity Grant provides funding charter schools to assist with implementing a recovery program, that at a minimum provides supplemental instruction and emotional well-being. ELO Grants shall be expended only for any of the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit deficient pupils, additional academic services, and training for school staff. An additional requirement of the use of funds, is to allocate 10% of the LCFF portion of the grant to hire/rehire paraprofessionals to provide supplemental education. AIMS K-12 ELO Grant Plans were presented and approved by the Board of Trustees in May 2021 and submitted to the State and OUSD prior to the June 1, 2021 deadline. The ELO grant is allowable for use in the 2021-22 and will be fully expended by year end. These funds change distribution methods to federal reimbursement in 2021-2022, revenue is still available for reimbursement.

NEW PROGRAMS

ART & MUSIC INSTRUCTIONAL GRANT: Funding for local educational agencies to obtain standards-aligned professional development and instructional materials in specified areas, improve school culture, develop diverse and culturally relevant book collections, and other specified uses.

CONTINUED PROGRAMS (*Revenue recognized in 2023-2024*)

ESSER III: California Department of Education has released the new allocations for the third round of ESSER funds in which AIMS K12 has received an additional \$2,856,649. The funds are available for use beginning 2021-2022 through the 2023-2024 school year. AIMS has allocated these funds for the duration of the program, allocating 20% in 2021-22 and the remaining balance split between the 22-23 and the 23-24 fiscal years.

EXPANDED LEARNING OPPORTUNITY PROGRAM (ELOP)

The intent of the Expanded Learning Opportunities (ELO) Program is to supplement and not supplant services provided under existing ASES and 21st CCLC Elementary/Middle School programs. However, there is shared understanding that LEAs will need to build capacity this first operational year. In addition, ASES, 21st CCLC Elementary/Middle School, and the ELO Program should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance.



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Revenues

REVENUES	AIMS K-12 COLLEGE PREP			
	23-24 1st Interim	23-24 2nd Interim	Variance	%
LCFF SOURCES	\$ 16,496,536	\$ 16,496,536	\$ -	0.0%
FEDERAL REVENUES	\$ 2,693,902	\$ 2,693,902	\$ -	0%
OTHER STATE REVENUES	\$ 4,819,787	\$ 5,068,783	\$ 248,996	5%
LOCAL REVENUES	\$ 275,573	\$ 275,573	\$ -	0.0%
TOTALS	\$ 24,285,798	\$ 24,534,794	\$ 248,996	1.03%

LCFF SOURCES:

2023-24 2nd Interim: No Change

FEDERAL REVENUES:

2023-24 2nd Interim: No change

OTHER STATE REVENUES:

2023-24 2nd Interim: Recognition of carryover revenue at High School not recognized at 1st interim

LOCAL REVENUES:

2023-24 2nd Interim: No change

2023-2024 FCMAT 2nd Interim Budget calculator was used to for the projection for the 2nd Interim Budget. Below highlight the changes in summary and per school:

REVENUES	AIMS MIDDLE			
	23-24 1st Interim	23-24 2nd Interim	Variance	%
LCFF SOURCES	\$ 2,553,149	\$ 2,553,149	\$ -	0.00%
FEDERAL REVENUES	\$ 434,991	\$ 434,991	\$ -	0.00%
OTHER STATE REVENUES	\$ 884,066	\$ 884,066	\$ -	0.00%
LOCAL REVENUES	\$ 102,933	\$ 102,933	\$ -	0.00%
TOTALS	\$ 3,830,379	\$ 3,975,139	\$ -	



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LCFF SOURCES:

2023-24 2nd Interim: No Change

FEDERAL REVENUES:

2023-24 2nd Interim: No Change

OTHER STATE REVENUES:

2023-24 2nd Interim: No Change

LOCAL REVENUES:

2023-24 2nd Interim: No Change

REVENUES	AIPCS II/ AIMS ELEMENTARY			
	23-24 1st Interim	23-24 2nd Interim	Variance	%
LCFF SOURCES	\$ 8,308,660	\$ 8,308,660	\$ -	0.00%
FEDERAL REVENUES	\$ 1,972,102	\$ 1,972,102	\$ -	0.00%
OTHER STATE REVENUES	\$ 2,729,197	\$ 2,729,197	\$ -	0.00%
LOCAL REVENUES	\$ 167,378	\$ 167,378	\$ -	0.00%
TOTALS	\$ 12,851,441	\$ 13,177,337	\$ -	

LCFF SOURCES:

2023-24 2nd Interim: No Change

FEDERAL REVENUES:

2023-24 2nd Interim: No Change

OTHER STATE REVENUES:

2023-24 2nd Interim: No Change

LOCAL REVENUES:

2023-24 2nd Interim: No Change





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Downtown Oakland Campus

AIPHS
Lakeview Campus

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Oakland, CA 94607

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Oakland, CA 94610

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Fax: 510.893.0345

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REVENUES	AIMS HIGH SCHOOL			
	23-24 1st Interim	23-24 2nd Interim	Variance	%
LCFF SOURCES	\$ 5,634,727	\$ 5,634,727	\$ -	0.00%
FEDERAL REVENUES	\$ 286,809	\$ 286,809	\$ -	0.00%
OTHER STATE REVENUES	\$ 1,206,524	\$ 1,455,520	\$ 248,996	20.64%
LOCAL REVENUES	\$ 5,262	\$ 5,262	\$ -	0.00%
TOTALS	\$ 8,158,710	\$ 7,382,318	\$ 248,996	

LCFF SOURCES:

2023-24 2nd Interim: No Change

FEDERAL REVENUES:

2023-24 2nd Interim: No Change

OTHER STATE REVENUES:

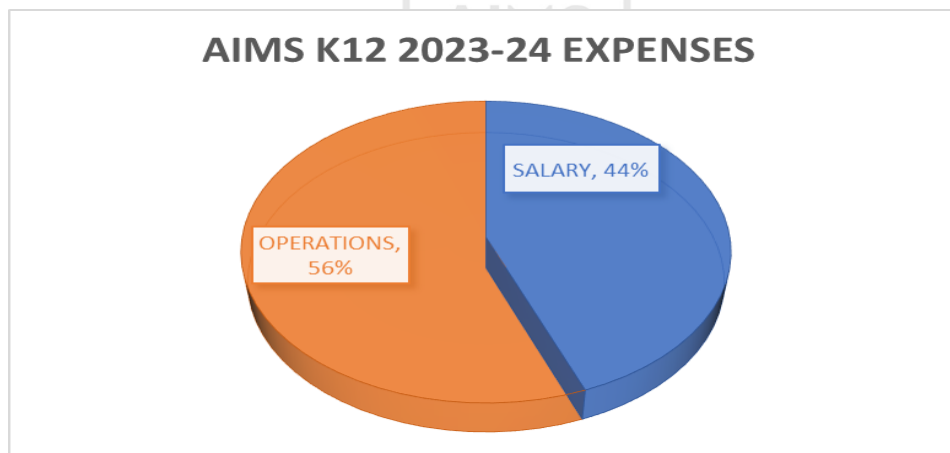
2023-24 2nd Interim: Recognition of remaining balances from carryover

LOCAL REVENUES:

2023-24 2nd Interim: No Change

Expenses

AIMS K-12 College Prep 2023-24 2nd Interim Budget reflects a 44% investment in Personnel expenses and 56% allocated to the operations of the organization. This investment composition stayed consistent from the 1st interim reporting to the 2nd Interim. The total expenses for the 2023-2024 AIMS K-12 college Prep District are projected at \$23,545,992.





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EXPENSE CLASSIFICATIONS		AIMS K-12 COLLEGE PREP			NOTES
		23-24 1st Interim	23-24 2nd Interim	Variance	
1000	Certificated Salaries	\$ 6,476,340	\$ 6,647,615	\$ 171,275	Realignment of AIMS Staffing Assumptions
2000	Classified Salaries	\$ 1,666,149	\$ 1,793,091	\$ 126,942	Realignment of AIMS Staffing Assumptions
3000	Benefits	\$ 1,820,928	\$ 1,891,787	\$ 70,859	Realignment of AIMS Staffing Assumptions
4000	Books and Supplies	\$ 1,589,365	\$ 1,712,451	\$ 123,086	Realignment of AIMS Program Assumptions
5000	Services and Other Operating Expenses	\$ 8,810,183	\$ 9,205,690	\$ 395,507	Realignment of AIMS Program Assumptions
6000	Capital Outlay	\$ 328,351	\$ 328,351	\$ -	
7000	Other Outgoing	\$ 1,967,007	\$ 1,967,007	\$ -	
Total Expenses		\$ 22,658,323	\$ 23,545,992	\$ 887,669	

Expense Allocation for each school is reflected below. Any changes to budget allocation are outlined as well.

EXPENSE CLASSIFICATIONS		AIMS MIDDLE			COMMENTS
		23-24 1st Interim	23-24 2nd Interim	Variance	
1000	Certificated Salaries	\$ 1,061,377	\$ 1,061,377	\$ -	
2000	Classified Salaries	\$ 243,807	\$ 280,790	\$ 36,983.00	Realignment of AIMS Staffing Assumptions
3000	Benefits	\$ 376,011	\$ 405,829	\$ 29,818.00	Realignment of AIMS Staffing Assumptions
4000	Books and Supplies	\$ 197,250	\$ 197,250	\$ -	
5000	Services and Other Operating Expenses	\$ 1,525,012	\$ 1,525,012	\$ -	
6000	Capital Outlay	\$ 55,267	\$ 55,267	\$ -	
7000	Other Outgoing	\$ 370,290	\$ 370,290	\$ -	
Total Expenses		\$ 3,829,014	\$ 3,895,815	\$ 66,801.00	

EXPENSE CLASSIFICATIONS		AIPCS II			COMMENTS
		23-24 1st Interim	23-24 2nd Interim	Variance	
1000	Certificated Salaries	\$ 3,726,503	\$ 3,833,531	\$ 107,028	Realignment of AIMS Staffing Assumptions
2000	Classified Salaries	\$ 755,681	\$ 792,351	\$ 36,670	Realignment of AIMS Staffing Assumptions
3000	Benefits	\$ 768,675	\$ 785,300	\$ 16,625	Realignment of AIMS Staffing Assumptions
4000	Books and Supplies	\$ 802,914	\$ 852,914	\$ 50,000	Realignment of AIMS Program Assumptions
5000	Services and Other Operating Expenses	\$ 4,558,737	\$ 4,938,737	\$ 380,000	Realignment of AIMS Program Assumptions
6000	Capital Outlay	\$ 162,550	\$ 162,550	\$ -	
7000	Other Outgoing	\$ 1,092,764	\$ 1,092,764	\$ -	
Total Expenses		\$ 11,867,824	\$ 12,458,147	\$ 590,323	



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EXPENSE CLASSIFICATIONS		AIMS HIGH			COMMENTS
		23-24 1st Interim	23-24 2nd Interim	Variance	
1000	Certificated Salaries	\$ 1,688,460	\$ 1,752,707	\$ 64,247	Realignment of AIMS Staffing Assumptions
2000	Classified Salaries	\$ 666,661	\$ 719,950	\$ 53,289	Realignment of AIMS Staffing Assumptions
3000	Benefits	\$ 676,242	\$ 700,658	\$ 24,416	Realignment of AIMS Staffing Assumptions
4000	Books and Supplies	\$ 589,201	\$ 662,287	\$ 73,086	Realignment of AIMS Program Assumptions due recognition of fund balances
5000	Services and Other Operating Expenses	\$ 2,726,434	\$ 2,741,941	\$ 15,507	Realignment of AIMS Program Assumptions due recognition of fund balances
6000	Capital Outlay	\$ 110,534	\$ 110,534	\$ -	
7000	Other Outgoing	\$ 503,953	\$ 503,953	\$ -	
Total Expenses		\$ 6,961,485	\$ 7,192,030	\$ 230,545	

Salaries & Benefits

Salary compensation represents 44% of expenses across all AIMS K-12 College Prep Schools. AIMS offers a competitive compensation package for both certificated and classified staff. Employee Benefit expense at AIMS averages 23% across all schools. This can vary greatly due to two primary factors: Health and Welfare benefits and PERS. AIMS K-12 covers the employee portion of all AIMS employer-based Health and Welfare options that the employee participates in. Health and welfare benefits (medical/dental/vision insurance premiums), if requested by the employee, can vary due a number of factors, including an employee’s age and number of dependents. AIMS tracks and reports health and welfare benefits as precisely as possible, reflects as a variance in the percentage of benefits for employees at AIMS.

AIMS MIDDLE

Compensation for staff at AIMS College Prep Middle School, formerly known as American Indian Public Charter (AIPCS), is split between AIPCS and the Middle school component of American Indian Public Charter School II (6-8). The expenses reflected are split by assignment and student Average Daily Attendance (ADA). All staff, with the exception of 5 teachers are split funded between AIMS Middle and AIPCS II.

AIPCS II

American Indian Public Charter II (AIPCS II) is a K – 8. The staff for the K – 5 components are fully funded at AIPCS II and the middle school component reflects the following Full Time Equivalent (FTE) split:

AIMS MIDDLE 51%
AIPCS II/ AIMS ELEMENTARY 49%
 100%



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Books and Supplies

Records expenditures for books and supplies, including any associated sales tax or use tax and freight and handling charges.

The category of Book and Supplies captures more than classroom textbooks and materials, it itemizes Non-Capitalized student equipment such as tables, chairs, computers and software.

Services and Other Operating Expenses

Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, and legal and other operating expenditures. Expenditures may be authorized by contracts, agreements, purchase orders, and so forth.

Capital Outlay

Capital Outlay records expenditures for land, buildings, books, and equipment, including leases with option to purchase. In accordance with the State guidelines for school finance, to capitalize an expense in the individual item must cost \$5000 or more.

Other Outgo

Other Outgo captures interest, debt service and transfers (payments) to other LEAs (Authorizer)

In 2021-2022 AIMS partnered with Oakland Unified School District to provide the Special Education services for their students. For the 2022-2023, AIMS K-12 began a partnership with the Eldorado Charter SELPA in the 2022-2023 school year. This required the staff and program to be built at the site level. The final payment for settlement with OUSD to depart from their SEPLA in 2022 was paid during the 2023-2024 2nd Interim.





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Summary

For the 2023-2024 2nd Interim Budget, AIMS K-12 College Prep has projected \$24,534,794 in revenue and \$23,545,992 in expenses. This provides a \$988,802 surplus and represents a 6% contribution to be added to the Ending Fund Balance. Bringing the total Ending Fund Balance \$13,655,840 providing approximately 127.59 days of operation. The composition of those funds are as follows:

REVENUES		AIMS K-12 COLLEGE PREP	
		23-24 2nd INTERIM	
	LCFF SOURCES	\$	16,496,536
	FEDERAL REVENUES	\$	2,693,902
	OTHER STATE REVENUES	\$	5,068,783
	LOCAL REVENUES	\$	275,573
	TOTALS	\$	24,534,794
EXPENSE CLASSIFICATIONS		23-24 2nd INTERIM	
1000	Certificated Salaries	\$	6,647,615
2000	Classified Salaries	\$	1,793,091
3000	Benefits	\$	1,891,787
4000	Books and Supplies	\$	1,712,451
5000	Services and Other Operating	\$	9,205,690
6000	Capital Outlay	\$	328,351
7000	Other Outgoing	\$	1,967,007
	Total Expenses	\$	23,545,992
	Surplus/Deficit	\$	988,802
	As a % of LCFF Revenue		6%
	Beginning Fund Balance	\$	12,667,038
	Ending Fund Balance	\$	13,655,840
	As a % of Expenditures		58%
	Daily expenditure rate (Total Expenses/220 days)	\$	107,027.24
	Days of Operation		127.59



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Cash Flow Statement

As of 2nd Interim the cash flow represented is based on the January 31, 2024 closing date. As of January 31, 2024, AIMS K-12 College Prep maintained \$15,681,149.10 in cash

Charter School Management Corp.
Statement of Cash Flows - Indirect Method

Reporting Book: ACCRUAL
As of Date: 02/21/2024
Location: American Indian Model Schools-AIM

	Month Ending 07/31/2023	Month Ending 08/31/2023	Month Ending 09/30/2023	Month Ending 10/31/2023	Month Ending 11/30/2023	Month Ending 12/31/2023	Month Ending 01/31/2024
	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Increase (Decrease) in Cash							
Cash flows from operating activities							
Net Increase/(Decrease) in Net Assets	(1,067,428.38)	(545,714.50)	(463,717.25)	1,041,018.25	(336,840.09)	(57,709.56)	833,638.33
Accounts Receivable	4,258,164.31	9,465.33	16,062.54	112,861.21	75,842.16	12,482.00	211,995.00
Accounts Payable	371,084.59	(566,751.13)	51,677.15	(71,715.94)	115,718.22	(106,189.82)	146,527.63
Other Short Term Liabilities	(587.16)	3,830.91	6,311.65	(3,725.05)	(814.11)	1,036.61	(264,015.70)
Accrued Liabilities	(532,274.82)	(18,203.78)	24,440.28	(110,750.31)	(193,825.31)	31,177.01	304,811.78
Other Assets	(138,015.47)	30,889.73	46,716.70	63,705.36	0.00	0.00	0.00
Cash flows from operating activities	2,890,943.07	(1,086,483.44)	(318,508.93)	1,031,393.52	(339,919.13)	(119,203.76)	1,232,957.04
Cash flows from investing activities	9,918.56	32,316.09	32,330.05	0.00	0.00	0.00	0.00
Cash flows from financing activities	(24,051.27)	(22,238.13)	(21,356.09)	(18,856.00)	(19,697.00)	(19,697.00)	(19,697.00)
Total Increase (Decrease) in Cash	2,876,810.36	(1,076,405.48)	(307,534.97)	1,012,537.52	(359,616.13)	(138,900.76)	1,213,260.04
Cash, Beginning Period	12,438,106.52	15,337,808.88	14,261,403.40	13,953,868.43	14,966,405.95	14,606,789.82	14,467,889.06
Cash, End of Period	15,337,808.88	14,261,403.40	13,953,868.43	14,966,405.95	14,606,789.82	14,467,889.06	15,681,149.10

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 Elem FY23-24 2nd Interim report.xls

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 HS FY23-24 2nd Interim report.xls

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 MS FY23-24 2nd Interim report.xls

Coversheet

Final Audit Report 2023

Section: II. Action Items
Item: N. Final Audit Report 2023
Purpose: Vote
Submitted by:
Related Material: AIMS Board Submission Cover Letter.pdf
American Indian Model Schools Final Audit Report 2023.pdf



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

Submitter Information

Full Name: Katema Ballentine
Position/Title: CBO
Department: Business Operation Services
Date of Submission (MM/DD/YYYY): 2-27-2024

Item Details

Title of Item: 2022-2023Audit
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:
Finance Committee
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): 1/31/2024

Financial Information (if applicable):

Total Cost: \$ 19.6M
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: ALL PLANS



Financial Statements

June 30, 2023

American Indian Model Schools

American Indian Public Charter School (AIPCS)

(Charter Number 0106)

American Indian Public Charter School II (AIPCS II)

(Charter Number 0882)

American Indian Public High School (AIPHS)

(Charter Number 0765)

American Indian Model Schools

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Independent Auditor's Report

Governing Board
American Indian Model Schools
Oakland, California

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of American Indian Model Schools (the Organization) (a California Nonprofit Public Benefit Corporation), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Adoption of New Accounting Standard

As discussed in Note 5 to the financial statements, the Organization has adopted the provisions of FASB Accounting Standards Codification Topic 842, *Leases*, as of July 1, 2022 using the modified retrospective approach with an adjustment at the beginning of the adoption period. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information such as the schedule of expenditures of federal awards, as required by Title 2 *U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and other supplementary information on pages 18-28 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards and other supplementary information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated February 16, 2024, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.



Rancho Cucamonga, California
February 16, 2024

American Indian Model Schools
Statement of Financial Position
June 30, 2023

Assets	
Current assets	
Cash	\$ 12,438,107
Receivables	4,828,656
Prepaid expenses	<u>23,171</u>
Total current assets	<u>17,289,934</u>
Noncurrent assets	
Security deposit	36,792
Property and equipment	7,693,864
Operating lease right-of-use asset	<u>104,889</u>
Total noncurrent assets	<u>7,835,545</u>
Total assets	<u><u>\$ 25,125,479</u></u>
Liabilities	
Current liabilities	
Accounts payable	\$ 917,416
Accrued liabilities	332,621
Accrued compensated absences	203,989
Refundable advance	5,226,933
Current portion of notes payable	233,000
Current portion of operating lease liability	<u>52,472</u>
Total current liabilities	<u>6,966,431</u>
Long-term liabilities	
Notes payable, less current portion	8,307,140
Operating lease liability, less current portion	<u>51,563</u>
Total long-term liabilities	<u>8,358,703</u>
Total liabilities	<u>15,325,134</u>
Net Assets	
Without donor restrictions	9,318,048
With donor restrictions	<u>482,297</u>
Total net assets	<u>9,800,345</u>
Total liabilities and net assets	<u><u>\$ 25,125,479</u></u>

American Indian Model Schools
Statement of Activities
Year Ended June 30, 2023

	Without Donor Restrictions	With Donor Restrictions	Total
Support and Revenues			
Local Control Funding Formula	\$ 15,702,559	\$ -	\$ 15,702,559
Federal revenue	1,856,889	-	1,856,889
Other state revenue	2,359,762	411,882	2,771,644
Local revenues	2,105,543	70,415	2,175,958
Rental income	87,439	-	87,439
Net assets released from restrictions	1,185,546	(1,185,546)	-
Total support and revenues	<u>23,297,738</u>	<u>(703,249)</u>	<u>22,594,489</u>
Expenses			
Program services	17,723,825	-	17,723,825
Management and general	1,936,188	-	1,936,188
Fundraising and development	23,543	-	23,543
Total expenses	<u>19,683,556</u>	<u>-</u>	<u>19,683,556</u>
Change in Net Assets	3,614,182	(703,249)	2,910,933
Net Assets, Beginning of Year	<u>5,703,866</u>	<u>1,185,546</u>	<u>6,889,412</u>
Net Assets, End of Year	<u>\$ 9,318,048</u>	<u>\$ 482,297</u>	<u>\$ 9,800,345</u>

American Indian Model Schools
Statement of Functional Expenses
Year Ended June 30, 2023

	Program Services	Management and General	Fundraising and Development	Total Expenses
Salaries	\$ 7,406,820	\$ 830,797	\$ -	\$ 8,237,617
Employee benefits	1,544,669	141,130	-	1,685,799
Payroll taxes	663,655	79,453	-	743,108
Fees for services	2,572,067	107,220	-	2,679,287
Advertising and promotions	32,752	1,539	-	34,291
Office expenses	1,003,779	133,300	-	1,137,079
Information technology	254,469	12,849	-	267,318
Occupancy	337,265	63,484	-	400,749
Conferences and meeting	233,128	8,656	-	241,784
Interest	543	427,998	-	428,541
Depreciation	344,926	33,179	-	378,105
Insurance	139,158	15,677	-	154,835
Other expenses	134,212	7,323	23,543	165,078
Special education	986,568	13,433	-	1,000,001
Instructional materials	1,384,398	39,767	-	1,424,165
Nutrition	550,304	-	-	550,304
District oversight fees	135,112	20,383	-	155,495
	<u>\$ 17,723,825</u>	<u>\$ 1,936,188</u>	<u>\$ 23,543</u>	<u>\$ 19,683,556</u>

American Indian Model Schools
Statement of Cash Flows
Year Ended June 30, 2023

Operating Activities	
Change in net assets	\$ 2,910,933
Adjustments to reconcile change in net assets to net cash from operating activities	
Depreciation expense	378,105
Changes in operating assets and liabilities	
Receivables	269,074
Prepaid expenses	109,486
Accounts payable	(222,644)
Accrued liabilities	192,840
Refundable advance	3,758,731
Operating lease assets and liabilities	<u>(42,050)</u>
Net Cash from Operating Activities	<u>7,354,475</u>
Investing Activities	
Purchases of property and equipment	<u>(90,711)</u>
Financing Activities	
Principal payments on notes	<u>(222,692)</u>
Net Change in Cash	7,041,072
Cash, Beginning of Year	<u>5,397,035</u>
Cash, End of Year	<u><u>\$ 12,438,107</u></u>
Supplemental Cash Flow Disclosure	
Cash paid during the year in interest	<u><u>\$ 428,183</u></u>

Note 1 - Principal Activity and Significant Accounting Policies

Organization

American Indian Model Schools (the Organization) was incorporated in the State of California in 1996 as a nonprofit public benefit corporation that is organized under the Nonprofit Public Benefit Corporation Law exclusively for charitable and educational purposes within the meaning of 501(c)(3) of the Internal Revenue Code of 1954. The Organization operates three non-profit charter schools, under a charter granted by the Oakland Unified School District (OUSD). The following authorized charters are operated by the Organization:

American Indian Public Charter School (AIPCS)

Charter school number authorized by the State: 0106
Currently serves 194 students in grades sixth through eighth
Charter school was renewed by OUSD through June 30, 2026

American Indian Public Charter School II (AIPCS II)

Charter school number authorized by the State: 0882
Currently serves 634 students in grades kindergarten through eighth
Charter school was renewed by OUSD through June 30, 2025

American Indian Public High School (AIPHS)

Charter school number authorized by the State: 0765
Currently serves 375 students in grades ninth through twelfth
Charter school was renewed by OUSD through June 30, 2026

About AIMS

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

Basis of Accounting

The accompanying financial statements were prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as applicable to nonprofit organizations. Revenues are recognized as discussed below, and expenditures are recognized in the accounting period in which the liability is incurred.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor restrictions.

American Indian Model Schools

Notes to Financial Statements

June 30, 2023

Net Assets with Donor Restrictions – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Concentration of Credit Risk

The Organization maintains its cash in bank deposit accounts which exceed federally insured limits. Accounts are guaranteed by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000 per depositor, per insured bank, for each account ownership category. At June 30, 2023, the Organization had approximately \$11,472,122, in excess of FDIC-insured limits.

Receivables and Credit Policies

Receivables consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable accounts receivable based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Receivables are written off when deemed uncollectable. No allowance for doubtful accounts has been established, as the Organization deems all amounts to be fully collectible. Substantially all outstanding receivables as of June 30, 2023 are due from state and/or federal sources related to grant contributions and are expected to be collected within a period of less than one year.

Intra-Entity Transactions

Intra-entity transactions results from a net cumulative difference between resources provided by the central office account to each charter school and reimbursement for those resources from each charter school to the home office account. Intra-entity transfers include certain costs of shared liabilities and shared assets between the Organization.

Property and Equipment

Property and equipment additions over \$5,000 are recorded at cost, or if donated, at fair value on the date of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation is removed from the accounts, and any remaining gain or loss is included in the statement of activities. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently.

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2023.

American Indian Model Schools

Notes to Financial Statements

June 30, 2023

Revenue and Revenue Recognition

Operating funds for the Organization are derived principally from state and federal sources. The Organization receives state funding based on each of the enrolled student's average daily attendance (ADA) in its school. Contributions are recognized when cash or notification of an entitlement is received.

A portion of the Organization's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the statement of financial position. At June 30, 2023 conditional contributions approximating \$4,924,463, for which no amounts had been received in advance, have not been recognized in the accompanying financial statements.

The Coronavirus Aid, Relief, and Economic Security Act provided an employee retention credit (the credit) which is a refundable tax credit against certain employment taxes of up to \$5,000 per employee for eligible employers. The credit is equal to 50% of qualified wages paid to employees, capped at \$10,000 of qualified wages through December 31, 2020. During the year ended June 30, 2023, the Organization recorded a \$1,848,598 benefit related to the credit which is presented in the statement of activities as local revenue.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2023.

Functional Allocation of Expenses

The financial statements report categories of expenses that are attributed to program service activities or supporting services activities such as management and general activities and fundraising and development activities. The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's estimates. The expenses that are allocated include occupancy and depreciation, which are allocated on a square footage basis, as well as salaries and wages, benefits, payroll taxes, professional services, office expenses, information technology, interest, insurance, and other, which are allocated on the basis of estimates of time and effort.

American Indian Model Schools

Notes to Financial Statements

June 30, 2023

Income Taxes

The Organization is organized as a California nonprofit corporation and has been recognized by the Internal Revenue Service (IRS) as exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3), and qualifies for the charitable contribution deduction. It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. The Organization is annually required to file a Return of Organization Exempt from Income Tax (Form 990) with the IRS. In addition, the Organization is subject to income tax on net income that is derived from business activities that are unrelated to its exempt purpose. The Organization determined that it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS.

Management believes that the Organization has appropriate support for any tax positions taken affecting its annual filing requirements, and as such, does not have any uncertain tax positions that are material to the financial statements. The Organization would recognize future accrued interest and penalties related to unrecognized tax benefits and liabilities in income tax expense if such interest and penalties are incurred.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Financial Instruments and Credit Risk

Deposit concentration risk is managed by placing cash, money market accounts, and certificates of deposit with financial institutions believed by management to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, no losses have been experienced in any of these accounts. Credit risk associated with accounts receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from governmental agencies supportive of the Organization's mission.

Change in Accounting Principle

Effective July 1, 2022, the Organization adopted the new lease accounting guidance in Accounting Standards Update No. 2016-02, *Leases (Topic 842)*. The Organization elected to apply the guidance as of July 1, 2022, the beginning of the adoption period. The standard requires the recognition of right-of-use assets and lease liabilities for lease contracts with terms greater than 12 months. Operating lease costs are recognized in the statement of activities as a single lease cost and finance lease costs are recognized in two components, interest expense and amortization expense. The Organization has elected the package of practical expedients permitted in Topic 842. Accordingly, the Organization accounted for its existing leases as either finance or operating lease under the new guidance, without reassessing (a) whether the contract contains a lease under Topic 842, (b) whether classification of the operating lease would be different in accordance with Topic 842, or (c) whether the unamortized initial direct costs before transition adjustments would have met the definition of initial direct costs in Topic 842 at lease commencement.

American Indian Model Schools

Notes to Financial Statements

June 30, 2023

As a result of the adoption of the new lease accounting guidance, the Organization recognized on July 1, 2022, the beginning of the adoption period, a cumulative effect adjustment to net assets of \$(1,986), an operating lease liability of \$134,986, and an operating right-of-use asset of \$136,972. The adoption of the new standard did not materially impact the Organization's statement of activities or statement of cash flows. See Note 5 for further disclosure of the Organization's lease contracts.

Note 2 - Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

Financial assets	
Cash	\$ 12,438,107
Receivables	4,828,656
	<u>17,266,763</u>
Financial assets at year end	
	<u>17,266,763</u>
Less those available for general expenditure within one year due to	
Restrictions by donor with time restrictions	<u>(482,297)</u>
Financial assets available to meet cash needs for general expenditure	
within one year	<u>\$ 16,784,466</u>

As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations become due.

Note 3 - Property and Equipment

Property and equipment consist of the following at June 30, 2023:

Land	\$ 2,451,271
Building improvements	2,813,732
Building	5,719,632
Computer and equipment	<u>194,218</u>
	11,178,853
Less accumulated depreciation	<u>(3,484,989)</u>
Total	<u>\$ 7,693,864</u>

American Indian Model Schools
Notes to Financial Statements
June 30, 2023

Note 4 - Notes Payable

Notes payable consist of the following at June 30, 2023:

Note payable, due in variable monthly installments principal and interest at 5.250% collateralized by (a) a deed of trust for the real property located in Alameda County, CA; (b) an assignment of all rents to lender on real property located in Alameda County, CA; and (c) all financial contracts and all proceeds thereof, including all accounts and general intangibles, described in the Commercial Security Agreement, with a carrying value of \$9,300,000; maturing in 2029.

\$ 8,540,140

Future maturities of notes payable are as follows:

Year Ending June 30,	Principal
2024	\$ 233,000
2025	244,268
2026	256,556
2027	267,452
2028	282,680
Thereafter	7,256,184
Total	\$ 8,540,140

Note 5 - Leases

The Organization leases certain real property for the operations of the charter school and equipment at various terms under long-term non-cancelable operating lease agreements. The leases expire at various dates through 2028. The Organization includes in the determination of the right-of-use assets and lease liabilities any renewal options reasonably certain to be exercised. The Organization’s operating lease provides for increases in future minimum annual rental payments. Additionally, the operating lease agreement requires the Organization to pay real estate taxes, insurance, and repairs.

The weighted-average discount rate is based on the discount rate implicit in the lease. If the implicit rate is not readily determinable from the lease, the Organization estimates an applicable incremental borrowing rate. The incremental borrowing rate is estimated using the Organization’s applicable borrowing rates and the contractual lease term.

The Organization has elected the short-term lease exemption for all leases with a term of 12 months or less for both existing and ongoing operating leases to not recognize the asset and liability for these leases. Lease payments for short-term leases are recognized on straight-line basis.

The Organization elected the practical expedient to not separate lease and non-lease components for real property and equipment leases.

American Indian Model Schools
Notes to Financial Statements
June 30, 2023

Total lease costs for the year ended June 30, 2023 were as follows:

Operating lease cost	\$	61,493
Short-term lease cost		135,525

The following table summarizes the supplemental cash flow information for the year ended June 30, 2023:

Cash paid for amounts included in the measurement of lease liabilities		
Operating cash flows from operating leases	\$	60,362
Right-of-use assets obtained in exchange for lease liabilities		
Operating leases	\$	24,364

The following summarizes the weighted-average remaining lease term and weighted-average discount rate:

Weighted-average remaining lease term:	
Operating leases	3.90 Years
Weighted-average discount rate:	
Operating leases	4.00%

The future minimum lease payments under noncancelable operating leases with terms greater than one year are listed below as of June 30, 2023:

		<u>June 30, 2023</u>
		<u>Operating</u>
2024	\$	55,529
2025		29,754
2026		17,230
2027		5,367
2028		<u>1,342</u>
Total lease payments		109,222
Less interest		<u>(5,187)</u>
Present value of lease liabilities	\$	<u><u>104,035</u></u>

American Indian Model Schools
Notes to Financial Statements
June 30, 2023

Note 6 - Net Assets

Net assets consist of the following at June 30, 2023:

Net Assets Without Donor Restrictions	
Designated for College Readiness	\$ 6,553
Designated for Scholarship Funds	659,666
Designated for Oakland Education Fund Grant	4,328
Designated for San Francisco 49ers Grant	5,000
Designated for State Programs	180,779
Undesignated net assets	<u>8,461,722</u>
Total net assets without donor restrictions	<u><u>\$ 9,318,048</u></u>
Net Assets with Donor Restrictions	
Subject to expenditure for specified purpose	
Measure G1	\$ 70,415
After School Education and Safety	97,331
Cal Shape Grant	34,778
Classified Employee Teacher Credential	111,381
Kitchen Infrastructure Grant	168,261
SB 117 COVID-19 LEA Response Funds	<u>131</u>
	<u><u>\$ 482,297</u></u>
Satisfaction of purpose restrictions	
Measure G1	\$ 103,268
Education Protection Act	728,498
After School Education and Safety	128,826
Lottery - Instructional Materials	160,822
Kitchen Infrastructure Grant	64,001
SB 117 COVID-19 LEA Response Funds	<u>131</u>
Total nets assets released from donor restrictions	<u><u>\$ 1,185,546</u></u>

Note 7 - Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California Public Employees' Retirement System (CalPERS).

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees’ Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees’ Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2021, annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member’s final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member’s beneficiary if the member dies while actively employed. An employee’s eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees’ Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2023, are summarized as follows:

	School Employer Pool (CalPERS)	
	On or before December 31, 2012	On or after January 1, 2013
Hire date		
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	8.00%
Required employer contribution rate	25.37%	25.37%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Organization is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2023, are presented above and the total Organization's contributions were \$899,842.

Note 8 - Contingencies, Risks, and Uncertainties

The Organization has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

The Organization's credit filings remain open for potential examination by the Internal Revenue Service through the statute of limitations, which has varying expiration dates extending through 2027. Any disallowed claims resulting from such examinations could be subject to repayment to the federal government.

Note 9 - Subsequent Events

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through February 16, 2024, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.



Supplementary Information
June 30, 2023

American Indian Model Schools

American Indian Model Schools
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2023

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Financial Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed through California Department of Education (CDE)			
Special Education Cluster			
American Rescue Plan (ARP) Part B, Sec. 611			
Local Assistance Entitlement	84.027	15638	<u>\$ 193,640</u>
Passed through California Department of Education (CDE)			
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	15536	\$ 47,672
COVID-19 - Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	127,966
COVID-19 - Expanded Learning Opportunities (ELO) Grant ESSER II State Reserves	84.425D	15618	60,255
COVID-19 - Expanded Learning Opportunities (ELO) Grant GEER II	84.425C	15619	5,393
COVID-19 - Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U	15559	334,197
COVID-19 - Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	10155	<u>74,091</u>
Subtotal			<u>649,574</u>
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	400,487
Title II, Part A, Supporting Effective Instruction	84.367	14341	18,488
Title III, English Learner Student Program	84.365	14346	49,377
Title III, Immigrant Student Program	84.365	15146	1,341
Title IV, Part A, Student Support and Academic Enrichment	84.424	15396	17,396
State Charter School Facilities Incentive Grant Program	84.282D	[1]	<u>9,245</u>
Subtotal			<u>496,334</u>
Total U.S. Department of Education			<u>1,145,908</u>
U.S. Department of Agriculture			
Passed through CDE			
Child Nutrition Cluster			
Especially Needy Breakfast	10.553	13526	<u>58,952</u>
National School Lunch Program	10.555	13524	396,120
Meal Supplement	10.555	13396	24,039
Summer Food Service Program	10.559	13004	2,396
Supply Chain Assistance for School Meals	10.555	15655	<u>35,834</u>
Subtotal			<u>458,389</u>
Total Child Nutrition Cluster			<u>517,341</u>
Total Federal Financial Assistance			<u>\$ 1,856,889</u>

[1] Pass-Through Entity Identifying Number not available.

American Indian Model Schools
 Local Education Agency Organization Structure
 June 30, 2023

ORGANIZATION

American Indian Model Schools operate three nonprofit charter schools: American Indian Public Charter School (Charter Number 0106), American Indian Public Charter School II (Charter Number 0882), and American Indian Public High School (Charter Number 0765). The Schools are operating under a charter granted by the Oakland Unified School District and offer classroom-based instruction for grades K - 12.

GOVERNING BOARD

MEMBER	OFFICE	TERM EXPIRES
Christopher Edington	President	June 2024
Dana Lang	Member	June 2022
Steven Leung	Member	June 2023
Jumoke Hinton-Hodge	Member	June 2024

ADMINISTRATION

NAME	TITLE
Maya Woods-Cadiz	Superintendent

American Indian Model Schools
 Schedule of Average Daily Attendance
 June 30, 2023

AIPCS

	Second Period Report	Annual Report
Regular ADA		
Sixth	61.05	59.96
Seventh and eighth	144.65	145.58
Total regular ADA	205.70	205.54
Classroom based ADA		
Sixth	61.05	59.96
Seventh and eighth	144.65	145.58
Total classroom based ADA	205.70	205.54

AIPCS II

	Second Period Report	Annual Report
Regular ADA		
Kindergarten through third	249.67	253.73
Fourth through sixth	207.03	210.91
Seventh and eighth	134.83	133.99
Total regular ADA	591.53	598.63
Classroom based ADA		
Kindergarten through third	249.67	253.73
Fourth through sixth	207.03	210.91
Seventh and eighth	134.83	133.99
Total classroom based ADA	591.53	598.63

AIPHS

	Second Period Report	Annual Report
Regular ADA		
Ninth through twelfth	400.22	393.12
Total regular ADA	400.22	393.12
Classroom based ADA		
Ninth through twelfth	400.22	393.12
Total classroom based ADA	400.22	393.12

American Indian Model Schools
 Schedule of Instructional Time
 Year Ended June 30, 2023

AIPCS

Grade Level	1986-1987 Minutes Requirement	2022-2023 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Grades 6 - 8	54,000								
Grade 6		63,940	-	63,940	182	-	-	182	Complied
Grade 7		63,940	-	63,940	182	-	-	182	Complied
Grade 8		63,940	-	63,940	182	-	-	182	Complied

AIPCS II

Grade Level	1986-1987 Minutes Requirement	2022-2023 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Kindergarten	36,000	55,980	-	55,980	182	-	-	182	Complied
Grades 1 - 3	50,400								
Grade 1		57,000	-	57,000	182	-	-	182	Complied
Grade 2		57,000	-	57,000	182	-	-	182	Complied
Grade 3		57,000	-	57,000	182	-	-	182	Complied
Grades 4 - 6	54,000								
Grade 4		57,000	-	57,000	182	-	-	182	Complied
Grade 5		57,000	-	57,000	182	-	-	182	Complied
Grade 6		63,940	-	63,940	182	-	-	182	Complied
Grades 7 - 8	54,000								
Grade 7		63,940	-	63,940	182	-	-	182	Complied
Grade 8		63,940	-	63,940	182	-	-	182	Complied

See Note to Supplementary Information

1 American Indian Model Schools
 Schedule of Instructional Time
 Year Ended June 30, 2023

AIPHS

Grade Level	1986-1987 Minutes Requirement	2022-2023 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Grades 9 - 12	64,800								
Grade 9		65,080	-	65,080	182	-	-	182	Complied
Grade 10		65,080	-	65,080	182	-	-	182	Complied
Grade 11		65,080	-	65,080	182	-	-	182	Complied
Grade 12		65,080	-	65,080	182	-	-	182	Complied

American Indian Model Schools
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
Year Ended June 30, 2023

Summarized below are the net asset reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

	AIPCS	AIPCS II	AIHS
Net Assets			
Balance, June 30, 2023, Unaudited Actuals	\$ 2,051,549	\$ 5,168,278	\$ 2,558,262
Decrease in			
Operating lease liability	168	168	168
Increase in			
Property and equipment, net	(14,945)	(40,413)	(27,145)
Operating lease right-of-use asset	22,198	49,190	33,501
	\$ 2,058,970	\$ 5,177,223	\$ 2,564,786

American Indian Model Schools
Combining Statement of Financial Position
June 30, 2023

	Central Office	AIPCS	AIPCS II
Assets			
Current assets			
Cash	\$ 10,750,278	\$ 659,666	\$ 1,028,163
Receivables	-	902,593	2,458,466
Intra-entity receivable	-	1,106,029	6,086,132
Prepaid expenses	1,475	1,013	2,786
Total current assets	10,751,753	2,669,301	9,575,547
Noncurrent assets			
Security deposit	-	2,500	27,250
Property and equipment	-	120,467	7,562,077
Operating lease right-of-use asset	-	22,198	49,190
Total noncurrent assets	-	145,165	7,638,517
Total assets	\$ 10,751,753	\$ 2,814,466	\$ 17,214,064
Liabilities			
Current liabilities			
Accounts payable	\$ 800,615	\$ -	\$ 116,801
Accrued liabilities	332,621	-	-
Accrued compensated absences	-	33,965	109,015
Refundable advance	-	699,625	3,222,003
Intra-entity payable	9,619,151	-	-
Current portion of notes payable	-	-	233,000
Current portion of operating lease liability	-	12,746	24,117
Total current liabilities	10,752,387	746,336	3,704,936
Long-term liabilities			
Notes payable, less current portion	-	-	8,307,140
Operating lease liability, less current portion	-	9,160	24,765
Total long-term liabilities	-	9,160	8,331,905
Total liabilities	10,752,387	755,496	12,036,841
Net Assets			
Without donor restrictions	(634)	2,021,880	4,741,241
With donor restrictions	-	37,090	435,982
Total net assets	(634)	2,058,970	5,177,223
Total liabilities and net assets	\$ 10,751,753	\$ 2,814,466	\$ 17,214,064

American Indian Model Schools
Combining Statement of Financial Position
June 30, 2023

	<u>AIPHS</u>	<u>Elimination</u>	<u>Total</u>
Assets			
Current assets			
Cash	\$ -	\$ -	\$ 12,438,107
Receivables	1,467,597	-	4,828,656
Intra-entity receivable	2,426,990	(9,619,151)	-
Prepaid expenses	17,897	-	23,171
Total current assets	3,912,484	(9,619,151)	17,289,934
Noncurrent assets			
Security deposit	7,042	-	36,792
Property and equipment, net	11,320	-	7,693,864
Operating lease right-of-use asset	33,501	-	104,889
Total noncurrent assets	51,863	-	7,835,545
Total assets	\$ 3,964,347	\$ (9,619,151)	\$ 25,125,479
Liabilities			
Current liabilities			
Accounts payable	\$ -	\$ -	\$ 917,416
Accrued liabilities	-	-	332,621
Accrued compensated absences	61,009	-	203,989
Refundable advance	1,305,305	-	5,226,933
Intra-entity payable	-	(9,619,151)	-
Current portion of notes payable	-	-	233,000
Current portion of operating lease liability	15,609	-	52,472
Total current liabilities	1,381,923	(9,619,151)	6,966,431
Long-term liabilities			
Notes payable, less current portion	-	-	8,307,140
Operating lease liability, less current portion	17,638	-	51,563
Total long-term liabilities	17,638	-	8,358,703
Total liabilities	1,399,561	(9,619,151)	15,325,134
Net Assets			
Without donor restrictions	2,555,561	-	9,318,048
With donor restrictions	9,225	-	482,297
Total net assets	2,564,786	-	9,800,345
Total liabilities and net assets	\$ 3,964,347	\$ (9,619,151)	\$ 25,125,479

American Indian Model Schools
 Combining Statement of Activities
 Year Ended June 30, 2023

	Central Office	AIPCS	AIPCS II
Support and Revenues			
Local Control Funding Formula	\$ -	\$ 2,508,293	\$ 7,451,868
Federal revenue	-	274,873	1,062,852
Other state revenue	-	538,981	1,497,059
Local revenues	4,121,648	464,223	1,102,908
Rental income	-	23,414	64,025
Total support and revenues	<u>4,121,648</u>	<u>3,809,784</u>	<u>11,178,712</u>
Expenses			
Program services	4,122,554	3,171,045	8,523,686
Management and general	-	399,841	905,850
Fundraising and development	-	408	1,425
Total expenses	<u>4,122,554</u>	<u>3,571,294</u>	<u>9,430,961</u>
Change in Net Assets	(906)	238,490	1,747,751
Net Assets, Beginning of Year	<u>272</u>	<u>1,820,480</u>	<u>3,429,472</u>
Net Assets, End of Year	<u>\$ (634)</u>	<u>\$ 2,058,970</u>	<u>\$ 5,177,223</u>

American Indian Model Schools
 Combining Statement of Activities
 Year Ended June 30, 2023

	<u>AIPHS</u>	<u>Elimination</u>	<u>Total</u>
Support and Revenues			
Local Control Funding Formula	\$ 5,742,398	\$ -	\$ 15,702,559
Federal revenue	519,164	-	1,856,889
Other state revenue	735,604	-	2,771,644
Local revenues	604,185	(4,117,006)	2,175,958
Rental income	-	-	87,439
	<u>7,601,351</u>	<u>(4,117,006)</u>	<u>22,594,489</u>
Expenses			
Program services	5,485,367	(3,578,827)	17,723,825
Management and general	1,168,676	(538,179)	1,936,188
Fundraising and development	21,710	-	23,543
	<u>6,675,753</u>	<u>(4,117,006)</u>	<u>19,683,556</u>
Change in Net Assets	925,598	-	2,910,933
Net Assets, Beginning of Year	<u>1,639,188</u>	<u>-</u>	<u>6,889,412</u>
Net Assets, End of Year	<u>\$ 2,564,786</u>	<u>\$ -</u>	<u>\$ 9,800,345</u>

Note 1 - Purpose of Supplementary Schedules**Schedule of Expenditures of Federal Awards**Basis of Presentation

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of the Organization under programs of the federal government for the year ended June 30, 2023. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate

The Organization does not draw for indirect administrative expenses and has not elected to use the ten percent de minimus cost rate.

Food Donation

Nonmonetary assistance is reported in this schedule at the fair market value of the commodities received and disbursed. At June 30, 2023, the Organization had no food commodities in inventory.

Local Education Agency Organization Structure

This schedule provides information about the Organization's operations, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Organization's. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at the Organization.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

American Indian Model Schools
Note to Supplementary Information
June 30, 2023

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets reported on the unaudited actual financial report to the audited financial statements.

Combining Statement of Financial Position and Combining Statement of Activities

The combining statement of financial position and combining statement of activities are included to provide information regarding the individual programs of the charter schools within the Organization and are presented on the accrual basis of accounting. Eliminating entries in the combining statement of financial position and combining statement of activities are for activities between each charter school.



Independent Auditor's Reports
June 30, 2023

American Indian Model Schools



Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Governing Board
American Indian Model Schools
Oakland, California

We have audited in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of American Indian Model Schools (the Organization), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated February 16, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

The image shows a handwritten signature in cursive script that reads "Eide Bailly LLP".

Rancho Cucamonga, California
February 16, 2024



Independent Auditor’s Report on Compliance for the Major Federal Program; Report on Internal Control over Compliance Required by the Uniform Guidance

Governing Board
American Indian Model Schools
Oakland, California

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited American Indian Model Schools’ (the Organization) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on the Organization's major federal program for the year ended June 30, 2023. The Organization's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on the Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of the Organization’s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization’s federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of the major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

The image shows a handwritten signature in black ink that reads "Eide Sully LLP". The signature is written in a cursive, professional style.

Rancho Cucamonga, California
February 16, 2024



Independent Auditor's Report on State Compliance

Governing Board
American Indian Model Schools
Oakland, California

Report on Compliance

Opinion on State Compliance

We have audited American Indian Model Schools' (the Organization) compliance with the requirements specified in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the Organization's state program requirements identified below for the year ended June 30, 2023.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's state programs.

Auditor’s Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization’s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization’s compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization’s compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances.
- Obtain an understanding of the Organization’s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization’s internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the Organization’s compliance with the state laws and regulations applicable to the following items:

2022-2023 K-12 Audit Guide Procedures	Procedures Performed
Local Education Agencies Other Than Charter Schools	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratio of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below

2022-2023 K-12 Audit Guide Procedures	Procedures Performed
GANN Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	No, see below
District of Choice	No, see below
Home to School Transportation Reimbursement	No, see below
Independent Study Certification for ADA Loss Mitigation	No, see below
School Districts, County Offices of Education, and Charter Schools	
California Clean Energy Jobs Act	No, see below
After/Before School Education and Safety Program	Yes, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	No, see below
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	No, see below
Transitional Kindergarten	No, see below
Charter Schools	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	No, see below
Determination of Funding for Nonclassroom-Based Instruction	No, see below
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for “Local Education Agencies Other Than Charter Schools” are not applicable to charter schools; therefore, we did not perform any related procedures.

We did not perform California Clean Energy Jobs Act procedures because the Organization did not receive funding for this program.

The Organization does not offer a Before School Education and Safety Program; therefore, we did not perform procedures related to the Before School Education and Safety Program.

The Organization does not offer an Independent Study-Course Based Program; therefore, we did not perform any procedures related to the Independent Study-Course Based Program.

The Organization's charter schools were not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

We did not perform Career Technical Education Incentive Grant procedures because the Organization did not receive funding for this grant.

The Organization does not offer a transitional kindergarten program; therefore, we did not perform any procedures related to the transitional kindergarten program.

We did not perform procedures for the Nonclassroom-Based Instruction/Independent Study because the Organization was not classified as nonclassroom-based and does not offer an Independent Study program.

ADA was below the threshold required for testing; therefore, we did not perform any procedures related to Determination of Funding for Nonclassroom-Based Instruction.

We did not perform procedures for the Charter School Facility Grant Program because the Organization did not receive funding for this program.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

The image shows a handwritten signature in black ink that reads "Eide Sully LLP". The signature is written in a cursive, professional style.

Rancho Cucamonga, California

February 16, 2024



Schedule of Findings and Questioned Costs
June 30, 2023

American Indian Model Schools

American Indian Model Schools
 Summary of Auditor’s Results
 Year Ended June 30, 2023

Financial Statements

Type of auditor’s report issued	Unmodified
Internal control over financial reporting	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major program	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor’s report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)	No

Identification of major programs:

Name of Federal Program or Cluster	Federal Financial Assistance Listing Number
COVID-19 Education Stabilization Fund	84.425C, 84.425D & 84.425U
Dollar threshold used to distinguish between type A and type B programs	\$750,000
Auditee qualified as low-risk auditee?	Yes

State Compliance

Internal control over state compliance for programs	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor’s report issued on compliance for programs	Unmodified

American Indian Model Schools
Financial Statement Findings
Year Ended June 30, 2023

None reported.

American Indian Model Schools
Federal Awards Findings and Questioned Costs
Year Ended June 30, 2023

None reported.

American Indian Model Schools
State Compliance Findings and Questioned Costs
Year Ended June 30, 2023

None reported.

American Indian Model Schools
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2023

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Coversheet

Measure G1 Parcel Tax

Section:	II. Action Items
Item:	O. Measure G1 Parcel Tax
Purpose:	Vote
Submitted by:	
Related Material:	AIMS Board Submission Cover Letter.pdf Measue G1 Governance Letter.pdf Measure G1 Parcel Tax Finall Compliance Report.pdf



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

Submitter Information

Full Name: Katema Ballentine
Position/Title: CBO
Department: Business Operation Services
Date of Submission (MM/DD/YYYY): 2-27-2024

Item Details

Title of Item: 2022-2023 Measure G1 Independent Audit Report
Is this item a: New Submission
 Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:
Finance Committee
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): 1/31/2024

Financial Information (if applicable):

Total Cost: \$ 190,872
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: Measure G1 Plan



December 13, 2023

To the Measure G1 Citizens' Oversight Committee and
the Governing Board of the American Indian Model Schools

We have audited American Indian Model Schools (the Organization) compliance with the requirements described in the November 8, 2016 Measure G1 for the year ended June 30, 2023 and have issued our report thereon dated December 13, 2023. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Compliance Audit under Generally Accepted Auditing Standards and Government Auditing Standards

As communicated in our engagement letter dated March 20, 2023 our responsibility, as described by professional standards, is to plan and perform the audit to obtain reasonable assurance about whether the Organization complied with the compliance requirements of the Measure G1 for the fiscal years ending June 30, 2023. Our audit of compliance does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the Organization complied with Measure G1. An audit of compliance in accordance with *Government Auditing Standards* includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the Organization solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and other firms utilized in the engagement, if applicable, have complied with all relevant ethical requirements regarding independence.

Significant Risks Identified

As stated in our auditor's report, professional standards require us to design our audit to obtain reasonable assurance about whether material noncompliance with the compliance requirements of the November 8, 2016 Measure G1 occurred whether caused by fraud or error. In designing our audit procedures, professional standards require us to evaluate the compliance and assess the risk that material noncompliance could occur. Areas that are potentially more susceptible to material noncompliance, and thereby require special audit considerations, are designated as "significant risks." We identified no significant risks of material noncompliance.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the Organization's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management which are included in the management representation letter dated December 13, 2023.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with American Indian Model Schools, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating conditions affecting the entity, and operating plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the Organization's auditors.

This report is intended solely for the information and use of the Measure G1 Citizens' Oversight Committee and the Governing Board of the American Indian Model Schools, and management of the Organization and is not intended to be, and should not be, used by anyone other than these specified parties.



Rancho Cucamonga, California



Independent Auditor's Report on Compliance
and Supplementary Schedules
June 30, 2023

American Indian Model Schools
Oakland Unified School District
Measure G1 Parcel Tax

American Indian Model Schools

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June 30, 2023

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Independent Auditor's Report on Measure G1 Compliance

Governing Board
American Indian Model Schools
Oakland, California

Report on Compliance

Opinion on Compliance with Measure G1

We have audited the American Indian Model Schools' (the Schools) compliance with the requirements described in Appendix I, Summary of Audit Procedures, applicable to the November 8, 2016 Measure G1 for the year ended June 30, 2023.

In our opinion, the Schools complied, in all material respects, with the compliance requirements referred to above that are applicable to the November 8, 2016 Measure G1 for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Schools' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Measure G1.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Schools' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, and *Government Auditing Standards* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Schools' compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and Measure G1, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with Measure G1, but not for the purpose of expressing an opinion on the effectiveness of the Schools' internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine the Schools' compliance with laws and regulations applicable to Measure G1.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis.

A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that have not been identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing. Accordingly, this report is not suitable for any other purpose.

The image shows a handwritten signature in cursive script that reads "Eide Bailly LLP".

Rancho Cucamonga, California
December 13, 2023



Appendix I
Summary of Audit Procedures
June 30, 2023
American Indian Model Schools

American Indian Model Schools

Summary of Audit Procedures

June 30, 2023

Objectives of the Audit

- Ensure proceeds and expenditures of the parcel tax are fully accounted in the books and records of the Schools.
- Ensure expenditures are in support of allowable uses as per the ballot language, separately with respect to middle school grants, salary for school site educators, and administrative overhead.
- Ensure that middle school grant expenditures agree with the education improvement plans that were approved by the Citizens' Oversight Committee.
- Ensure that expenditures of Measure G1 are only for supplemental activities.

Scope of the Audit

- Schools' expenditures funded by Measure G1 during the fiscal year ending June 30, 2023.

Methodology

The following describes the audit procedures and our related findings.

1. Obtain parcel tax expenditure detail reports prepared by the Schools and agree amounts to the general ledger.

Finding - No exceptions were identified from applying this procedure. The Measure G1 accounting records are complete and include all activity during the fiscal year. The summary financial schedules provided in Appendix II reconcile with the Schools' accounting records.

2. Review the nature of the expenditures incurred by the school sites, and review source documents as appropriate, to ensure they were within the specific purposes of the ballot language.

Finding – No exceptions were identified from applying this procedure. We analytically reviewed the entire population of expenditure accounting records to search for transactions outside the scope of allowable expenditures. Individual transactions were selected for additional audit analysis, which includes reviewing source documents such as invoices, contracts, purchase orders, or payroll records. Subjected to the additional audit analysis were 18 individual transactions aggregating \$151,778 or 80% of the total Schools' site level transactions.

3. Ascertain if salary increases were used to supply raises to "school site educators," as the term is used in the ballot text.

Finding – No exceptions were identified from applying this procedure. The administrative regulations define a "school site educator" as an employee who spends at least 75% of their time at school sites, or who is a union-represented employee. The salary increases funded by Measure G1 were provided to these groups for the year ending June 30, 2023 through increases to the Charter School's salary schedule.

4. Ensure the same percentage increase in salary was applied to all school site educators.

Finding – No exceptions were identified in applying this procedure. We recalculated the salary increases and noted that the same percentage was applied to all school site educators.

American Indian Model Schools

Summary of Audit Procedures

June 30, 2023

5. Verify if the parcel tax is funding supplemental activities by performing the following procedures. Ascertain if funds were used to provide services which were required to be made available by virtue of being a school. Also, perform procedures to ascertain whether the parcel tax funded services that were previously provided with another funding source.

Finding – No exceptions were identified from applying this procedure.

6. Recalculate the 65/35% allocation between raises for school site educators and middle school grants.

Finding – Not applicable as the Charter School did not have any administrative overhead costs.

7. Test a sample of expenditures to ensure they were spent following the approved education improvement plans.

Finding – No exceptions were identified from applying this procedure. We reviewed 18 transactions representing 80% and verified that they are consistent with the approved plan.

8. Examine supporting documentation to validate the amount of Measure G1 Parcel Tax revenues received.

Finding – No exceptions were identified from applying this procedure.



Appendix II
Summary Financial Schedules (Unaudited)
June 30, 2023
American Indian Model Schools

American Indian Model Schools
 Summary Financial Schedule
 June 30, 2023

Table 1

Allocations and Ending Balances as of and for the year ended June 30, 2023:

Site	Carryover at June 30, 2022	FY 2022-23 Allocation	FY 2022-23 Actual	Carryover at June 30, 2023
Charter Schools				
American Indian Public Charter School	\$ 38,310	\$ 111,350	\$ 98,837	\$ 50,823
American Indian Public Charter II	34,789	109,702	92,035	52,456
Total	<u>\$ 73,099</u>	<u>\$ 221,052</u>	<u>\$ 190,872</u>	<u>\$ 103,279</u>

Notes to Table 1

The “actual” column is reimbursement requests made by the Schools for fiscal year 2022-2023.

Coversheet

Independent Auditor Selection

Section: II. Action Items
Item: P. Independent Auditor Selection
Purpose: Vote
Submitted by:
Related Material: AIMS Board Submission Cover Letter.pdf
Alameda County Office of Education.pdf



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

Submitter Information

Full Name: Katema Ballentine
Position/Title: CBO
Department: Business Operation Services
Date of Submission (MM/DD/YYYY): 2-27-2024

Item Details

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

Approvals

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

Committee Review

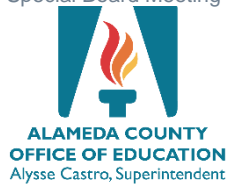
Has this item been through the appropriate committee review process?
 Yes No
If yes: Please specify which committee(s) and provide minutes or approval documentation:
Finance Committee
If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
 Yes No
If yes: Please indicate the deadline date (MM/DD/YYYY): 3/15/2024

Financial Information (if applicable):

Total Cost: \$ 45000
Is this expenditure included in the annual budget?
 Yes No
Please specify in which plan this expense is indicated:
 SPSA LCAP Other: Not applicable



Oakland Unified School District

Independent Auditor Selection Form

Fiscal Year 2023/24

AIMS K12 College Prep

Charter School

CDS Code #:

01-61259-6113807; 01-61259-0114363; 01-61259-0111856

Each year the State Controller’s Office confirms that the county offices of education, school districts, charter schools and certain joint powers entities have arranged for their annual audits.

Please complete the following for the above charter school:

Audit Firm: EIDE BAILEY

Address: 10681 Foothill Blvd, Ste 300

Rancho Cucamonga, CA 91730

Telephone Number: 909-466-4410

2023/24 Fiscal Year Audit Fee \$ 45,000

If a multiple year contract, please state the fiscal years covered and fee for each year:

Fiscal Year	_____	Fee	_____
		\$	_____
Fiscal Year	_____	Fee \$	_____
Fiscal Year	_____	Fee \$	_____

Date of Charter School Governing Board Approval: Feb 27,2024

The District has verified that this firm is authorized to conduct school audits by confirming this firm’s name appears on the Certified Public Accountants Directory Service (i.e. CPADS) for Local Education Audits list. <http://cpads.sco.ca.gov/>

Maya Woods-Cadiz

Authorized Charter Representative (Print Name)

Charter Representative’s Signature

2/27/2024
Date

Sponsoring District Representative’s Signature

Date

Charter Schools: Please complete and return to your sponsoring district representative listed below.

Please return to: **Minh Co**

By (date): **March 15, 2024**

Districts: Please complete highlighted areas before sending to the charter. After reviewing and signing, return to ACOE.

PLEASE RETURN BY MARCH 31, 2023 TO SHANNON DOE, DISTRICT BUSINESS & ADVISORY SERVICES, ROOM 348.

