AIMS K-12 College Prep Charter District

Finance Committee Meeting

Date and Time

Wednesday September 4, 2024 at 5:30 PM PDT

Location

171 12th Street, Oakland, CA 94607

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

Join Zoom Meeting
https://us02web.zoom.us/j/6614266860?pwd=czIxWTUwZlZ5Zm41QkhsVXFMTDI3dz09
Meeting ID: 661 426 6860
Passcode: Pu2kiv

One tap mobile
+12532050468,,6614266860#,,,,*071330# US
+12532158782,,6614266860#,,,,*071330# US (Tacoma)

Meeting ID: 661 426 6860
Passcode: 071330
Find your local number: https://us02web.zoom.us/u/kb9RJj161W

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

odifications or accommodations in order to enable individuals with disabilities to participate in open and public m eetings at AIMS. Please notify Ahsjanae Hutchings at (510) 504-6898 at least 24 hours in advance of any disabil ity accommodations being needed in order to participate in the meeting.

Click To Submit Public Comment

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:30 PM**
	A. Record Attendance		Ahsjanae Hutchings	1 m
	B. Call the Meeting to Order		Director Edington	
II.	**Public Comment**			**5:31 PM**
	A. Public Comment on Agenda Items	Discuss	Ahsjanae Hutchings	4 m
	B. Public Comment On Non-Agenda Items	Discuss	Ahsjanae Hutchings	4 m
III.	**Approve Minutes**			**5:39 PM**
	A. Finance Committee Meeting: June 26, 2024	Approve Minutes	Chris Edington	2 m
IV.	**Non-Action Items**			
V.	**Action Items**			**5:41 PM**
	A. TCI Curriculum	Vote	Christopher Ahmad	2 m
	B. Quill Writing	Vote	Christopher Ahmad	2 m

		Purpose	Presenter	Time
C.	Learning Farm	Vote	Christopher Ahmad	2 m
D.	IXL Renewal-Middle School	Vote	Christopher Ahmad	2 m
E.	IXL Renewal-Elementary School	Vote	Christopher Ahmad	2 m
F.	ETS	Vote	Christopher Ahmad	2 m
G.	Elevate	Vote	Christopher Ahmad	2 m
H.	Benchmark Advance	Vote	Christopher Ahmad	2 m
I.	Employee Contracts FY24-25	Vote	Tiffany Tung	2 m
J.	Xerox Lease Renewal	Vote	Marisol Magana	2 m
K.	VisiPlex	Vote	Marisol Magana	2 m
L.	Vision to Learn MOU	Vote	Marisol Magana	2 m
M.	Staples - Chromebooks AIMS MS	Vote	Marisol Magana	2 m
N.	Staples - Chromebooks - AIPCS II	Vote	Marisol Magana	2 m
O.	Staples - Chromebooks - AIMS HS	Vote	Marisol Magana	2 m
P.	SOS Survival Products - AIPCS II	Vote	Marisol Magana	2 m
Q.	SOS Survival Products - AIMS MS	Vote	Marisol Magana	2 m
R.	SOS Survival Products - AIMS HS	Vote	Marisol Magana	2 m
S.	Intelligent Connectivity- Network Switch	Vote	Marisol Magana	2 m
T.	Intelligent Connectivity - Security Cameras - AIMS HS	Vote	Marisol Magana	2 m
U.	CPR1 AED - AIMS MS	Vote	Marisol Magana	2 m
V.	CPR1 AED - AIMS HS	Vote	Marisol Magana	2 m
W.	CPR 1 AED - AIPCS II	Vote	Marisol Magana	2 m
X.	Apple Store - AIPCS II	Vote	Marisol Magana	2 m
Y.	Apple Store - AIMS HS	Vote	Marisol Magana	2 m
Z.	Masks for students and staff - AIPCS II	Vote	Marisol Magana	3 m

	Purpose	Presenter	Time
AA. High School Uniforms	Vote	Julia Li	2 m
AB. ESSER III AIPCS II - Plan Update	Vote	Julia Li	2 m
AC. ESSER III AIMS MS Plan Update	Vote	Julia Li	2 m
AD. ESSER III AIMS HS - Plan Update	Vote	Julia Li	2 m
AE. ES/MS Uniforms	Vote	Julia Li	2 m
AF. ES Uniforms	Vote	Julia Li	2 m
AG. Green Source Janitorial	Discuss	Julia Li	3 m
AH. Laguna Green Works AIPCS II	Vote	Julia Li	3 m
AI. Laguna Green Works- HS	Vote	Julia Li	3 m
AJ. Student Headphones- AIPCS II	Vote	Julia Li	3 m
AK. Instructional Materials	Vote	Julia Li	3 m
AL. Attendance Incentives - AIPCS II	Vote	Julia Li	3 m
AM. Attendance Incentives - AIMS HS	Vote	Julia Li	3 m
AN. Math Intervention Workbooks - AIPCS II	Vote	Julia Li	
AO. Reading Intervention Workbooks AIPCS II	Vote	Julia Li	3 m
AP. Writing Intervention Workbooks AIPCS II	Vote	Julia Li	3 m
AQ. Air Purifiers- AIMS HS	Vote	Julia Li	3 m
AR. Air Purifiers- AIPCS II	Vote	Julia Li	3 m
AS. AIMS Sports Budget FY24-25	Vote	Ashlee Robinson	2 m
AT. All Tied Up	Vote	Ashlee Robinson	3 m
AU. MO TSA Amendment 24-25	Vote	Deborah Woods	2 m
AV. Avalon Fred Finch NPS Master Contract	Vote	Deborah Woods	2 m
AW. Unaudited Actuals (Closing) for fiscal year 23-24	Vote	Katema Ballentine	2 m
AX. Fiscal Policies FY24-25	Vote	Katema Ballentine	2 m
AY. Approved Vendor List FY24-25	Vote	Katema Ballentine	2 m

		Purpose	Presenter	Time
AZ.	ELOP Plan Budget and Updates	Vote	Jimmie Brown	5 m
BA.	Transformational Resolution Group Contract & Scope of Work	Vote	Maya Woods-Cadiz	5 m
BB.	Proposal to Engage Seth Feldman, EdD, Esq. for Consultancy Services	Vote	Maya Woods-Cadiz	5 m
BC.	Campanille Group Engagement and Contract	Vote	Steven Leung	5 m

VI. Closed Session — 7:54 PM

A. Public Comment on Closed Session Items — Discuss — Chris Edington — 5 m

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 to or take action in response to public comment, except that the Board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**

B. Recess to Closed Session — FYI — Chris Edington — 5 m

Pursuant to the Brown Act (Government Code Section 54957.6), the following items will be discussed in closed session:

1. Conference with Real Property Negotiations (Gov. Code Section 54956.89)

- Property: 171 12th Street, Oakland, CA. APN: 002-0081-003-00
- Agency negotiator: Steven Leung and Christopher Edington
- Negotiating parties: AIMS Board and N1 Capital
- Under negotiation: Consulting Agreement

2. Conference with Legal Counsel- Anticipated Litigation (Gov. Code Section 54956.9)

- Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: 2 Matters

		Purpose	Presenter	Time
	3. Employee Evaluation- Superintendent of Schools			
C.	Report from Closed Session	FYI	Chris Edington	5 m
VII.	**Closing Items**			**8:09 PM**
A.	Adjourn Meeting	FYI	Chris Edington	
B.	NOTICES	FYI	Ahsjanae Hutchings	

The next regular meeting of the Board of Directors is scheduled to be held Tuesday September 17, 2024 at 5:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, it's programs or activities. Ahsjanae Hutchings 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 Ahsjanae Hutchings at (510) 504-6898 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

I, Ahsjanae Hutchings, posted this agenda on the AIMS website at www.aimsk12.org on August 30, 2024, before 5:30 PM.
Certification of Posting

Coversheet

Finance Committee Meeting: June 26, 2024

Section:	III. Approve Minutes
Item:	A. Finance Committee Meeting: June 26, 2024
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Finance Committee Meeting on June 26, 2024

APPROVED

AIMS K-12 College Prep Charter District

Minutes

Finance Committee Meeting

Date and Time
Wednesday June 26, 2024 at 5:30 PM

Location
171 12th Street, Oakland, CA 94607

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

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

Dial by your location
• +1 719 359 4580 US

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

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with disabilities to participate in open and public meetings at AIMS. Please notify Ahsjanae Hutchings at (510) 504-6898 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

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

Committee Members Absent
J. Hinton

Guests Present
B. Pemberton

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

C. Edington called a meeting of the Finance Committee of AIMS K-12 College Prep Charter District to order on Wednesday Jun 26, 2024 at 5:32 PM.

C. Adoption of Minutes

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

II. Public Comment

A. Public Comment on Agenda Items

No comment

B. Public Comment On Non-Agenda Items

III. Approve Minutes

A. Finance Committee Meeting: May 21, 2024

C. Edington made a motion to approve the minutes from Finance Committee Meeting on 05-21-24.
J. Colly seconded the motion.
The committee **VOTED** to approve the motion.

IV. Non-Action Items

A. Should we consider charging a flat fee instead of per-student payment for vendors who do not provide direct service to students?

A discussion was held.

V. Action Items

A. Outfront Billboard Ad Agreement

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

B. EC EmpowerED Psychological Services 2024-2025

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

C. AIMS 2024-2025 Adopted Budget

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

D. 2024-25 Education Protection Account Resolution

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

E. Protected Prayer Resolution

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

F. Air Reading Tutoring Services Agreement

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

G. Amplify English Language Arts (ELA)

C. Edington made a motion to approve.

J. Colly seconded the motion.
The committee **VOTED** to approve the motion.

H. Illluinate

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

I. McGraw Hill Science

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

J. NWEA Assessment

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

K. Respond EDU

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

L. Sacramento County Office of Education (SCOE)

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

M. Teacher Induction Program

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

N. Strobel Education Contract (professional development)

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

O. Unified Insights

C. Edington made a motion to approve.
J. Colly seconded the motion.

The committee **VOTED** to approve the motion.

P. AIMS 2024-2025 Title Funding Resolution

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

Q. Employee Contracts/ Extended Contracts Summer Board Approval

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

R. Arts, Music and Instruction Materials (AMIM) Discretionary Block Grant - HS

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

S. Arts, Music and Instruction Materials (AMIM) Discretionary Block Grant - MS

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

T. Arts, Music and Instruction Materials (AMIM) Discretionary Block Grant - AIPCS II

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

U. Local Control and Accountability Plan (LCAP) 2024-25 AIMS

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

V. Learning Recovery Grant - AIMS HS

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

W. Learning Recovery Grant - AIMS MS

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

X. Learning Recovery Grant - AIMS AIPCS II

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

Y. Prop 28 Plan Template - AIMS HS

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

Z. Prop 28 Plan Template - AIMS MS

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

AA. Prop 28 Plan Template - AIPCS II

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

AB. School Plan Student Achievement (SPSA) - AIMS HS

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

AC. School Plan Student Achievement (SPSA) - AIMS MS

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

AD. School Plan Student Achievement (SPSA) - AIPCS II

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

AE. Asset Sonar Quote for District

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

AF.

FY24-25 Chromebook Quote for AIMS HS

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

AG. FY24-25 Chromebook Quote for AIMS MS

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

AH. GoGuardian Quote for District

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

AI. FY24-25 Jamf Renewal for High School, SpEd and ELD

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

AJ. FY24-25 Staff Laptop Quote - AIMS HS

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

AK. FY24-25 Staff Laptop Quote - AIMS MS

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

AL. FY 24-25 Zendesk Quote for District

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

AM. AIMS MS - 24-25 Bay Area Community Resources Agreement

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

AN. American Red Cross - First Aid and CPR/AED Training

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

AO. Avela Software

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

AP. AIPCS II -24-25 Bay Area Community Resources Agreement

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

AQ. Ascend Rehab Services Inc 2024-25 Master Contract

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

AR. EC EmpoweredEd Psychological Services 2024-25

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

VI. Closed Session

A. Public Comment on Closed Session Items

No comment

B. Closed Session

Committee exited to closed session at 6:17 pm and returned at 6:55 with nothing to report.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:55 PM.

Respectfully Submitted,
C. Edington

B.

NOTICES

None

Coversheet

TCI Curriculum

Section: V. Action Items
Item: A. TCI Curriculum
Purpose: Vote
Submitted by:
Related Material: TCI Cover Letter.docx (1).pdf
TCI Qoute-31283.pdf

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

Submitter Information
Full Name: Christopher Ahmad
Position/Title: Director of Data and Academics
Department: Academics
Date of Submission (MM/DD/YYYY): 8/19/2024

Item Details
Title of Item: TCI Curriculum
Is this item a: x□ New Submission
□ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals
Has this item been reviewed by:
X□ Superintendent
X□ 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 XNo
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why: Bringing the contract to the board for the first time

Deadline Information
Is there a submission deadline for this item?
x□ Yes □ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 8/28/2024

Financial Information (if applicable):
Total Cost:
AIPCS II: $$11,662.00

Is this expenditure included in the annual budget?
X□ Yes □ No
Please specify in which plan this expense is indicated:
LCAP - Goal 1, Action 1.1

LCAP 1.1 from AIPCS II.

Quote #: Q-31283-1
Date: 8/21/2024
Expires On: 10/20/2024
Prepared By: Catherine Lisenby
Email: info@teachtci.com
Phone: 800-497-6138

Quote for:
Aims K-12 Clg Prep Charter Dst
Christopher Ahmad
christopher.ahmad@aimsk12.org

Ship to:
Christopher Ahmad
Aims K-12 Clg Prep Charter Dst
171 12th St
Oakland, CA 94607

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
EL-SS-TL-01	Elementary (K-5) Social Studies: Teacher License (1 Yr)	Digital	$114.00	$114.00	17	$1,938.00
EL-SS-SL-01	Elementary (K-5) Social Studies: Student License (1 Yr)	Digital	$22.00	$22.00	442	$9,724.00

TOTAL:	**$11,662.00**

Shipping (5%)	$0.00
Grand Total	**$11,662.00**

Terms and Conditions

Business Terms
TCI's Business Terms apply to all orders. View details at https://www.teachtci.com/tci-business-terms

How to Order
Please include a copy of this quote with your purchase order to expedite your order and ensure you receive the pricing quoted above. Adjustments cannot be made after the order has been fulfilled. Place orders online at https://shop.teachtci.com or send using one of the following options:

- Email: info@teachtci.com
- Fax: 800-343-6828
- Address: 3790 El Camino Real #1224, Palo Alto CA 94306
- If paying by check, send payment to PO Box 6004, Whittier CA 90607

Download a copy of TCI's W-9 at https://www.teachtci.com/w9

License Contact
Set-up information for all licenses purchased will be sent to the contact email above unless otherwise noted.

Shipping
Shipping and handling fees do not apply to teacher and student license-only products.

Print Subscriptions
If your order includes multi-year subscriptions to print materials, you must receive delivery of the full annual quantity for the duration of your subscription. Any adjustments below the annual quantity cannot be used as a credit for future year shipments. Changes that exceed the original annual quantity must be accompanied by a new purchase order.

Student Journal Bundles
If your order contains fewer than 20 multi-year student journal bundles for any program, journals for the entire duration of the bundle will be shipped to you upfront.

Coversheet

Quill Writing

Section: V. Action Items
Item: B. Quill Writing
Purpose: Vote
Submitted by:
Related Material: Quill Quote-QT-D5DFD434-0002-2 (1).pdf
Quill Cover Letter (1).docx.pdf

QUOTE

Valid until Oct 8, 2024

Quill - Premium Subscription Quote

$1,800.00

Empirical Resolution Inc. DBA: Quill.org
41 East 11th Street
11th Floor
New York, New York 10003
United States
+1 510-671-0222
sales@quill.org
US EIN 46-2736440

QUOTE NUMBER	QT-D5DFD434-0002-2
ISSUE DATE	Aug 9, 2024
EXPIRATION DATE	Oct 8, 2024

QUOTE FOR
AIMS College Prep Elementary School - CA
axia.vang@aimsk12.org

Note: Quill.org's business name is Empirical Resolution Inc. We are not listed as Quill.org or Quill Corporation. If you need to add Empirical Resolution Inc. as a new vendor, you can access our W-9 here: https://tinyurl.com/quill-w9-2020. Purchase Orders can be sent to sales@quill.org or directly to your dedicated Partnerships Specialist. Subscription Dates: 07/31/24-07/31/25

DESCRIPTION	QTY	UNIT PRICE	AMOUNT
School Premium Site (Invoice - Renewal) School Premium includes access to Quill's Administrator Dashboard, Teacher Premium upgrades for all teachers at the school site, access to Quill Academy, and Premium Teacher Center for all school staff.	1	$1,800.00	$1,800.00
		Subtotal	$1,800.00
		Total	$1,800.00

Thank you for your interest in purchasing a Quill Premium license. We are a nonprofit dedicated to helping all students become strong writers and critical thinkers. Quill Premium provides data reporting and professional development resources to improve writing outcomes for your students.

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

Submitter Information
Full Name: Christopher Ahmad
Position/Title: Director of Data and Academics
Department: Academics
Date of Submission (MM/DD/YYYY): 8/12/2024

Item Details
Title of Item: Quill Writing
Is this item a: x□ New Submission
□ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals
Has this item been reviewed by:
X□ Superintendent
X□ 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 XNo
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why: Bringing the contract to the board for the first time

Deadline Information
Is there a submission deadline for this item?
x□ Yes □ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 8/25/2024

Financial Information (if applicable):
Total Cost: $AIPCS II k-5: $1800

Is this expenditure included in the annual budget?
X□ Yes □ No
Please specify in which plan this expense is indicated:
Learning Recovery Block Grant: B. Accelerating progress to close the learning gaps

Coversheet

Learning Farm

Section: V. Action Items
Item: C. Learning Farm
Purpose: Vote
Submitted by:
Related Material: learning farm pdf invoice.pdf
Learning Farm Cover Letter.docx.pdf

INVOICE

Learning Farm
1007 E. Levee St.
Dallas, TX 75207

support@learningfarm.com
(888) 519-2181
www.learningfarm.com

Bill to

AIMS College Prep Elementary School (K-5)
171 12TH STREET
Oakland, CA 94607

Ship to

AIMS College Prep Elementary School (K-5)
171 12TH STREET
Oakland, CA 94607

Invoice details

Invoice no.: 3483
Terms: Net 30
Invoice date: 08/15/2024
Due date: 09/14/2024

School Name: AIMS College Prep Elementary Sc
PO Number: 10092
Sub End: 09/02/2025

#	Date	Product or service	Description	Qty	Rate	Amount
1.		**All Available Subjects**	Learning Farm - All Available Subjects Subscription	450	$5.1088889	$2,299.00

Total **$2,299.00**

Ways to pay

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

Submitter Information
Full Name: Christopher Ahmad
Position/Title: Director of Data and Academics
Department: Academics
Date of Submission (MM/DD/YYYY): 8/19/2024

Item Details
Title of Item: Learning Farm
Is this item a: x□ New Submission
□ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals
Has this item been reviewed by:
X□ Superintendent
X□ 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 XNo
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why: Bringing the contract to the board for the first time

Deadline Information
Is there a submission deadline for this item?
x□ Yes □ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 8/28/2024

Financial Information (if applicable):
Total Cost:
AIPCS II: $2,299.00

Is this expenditure included in the annual budget?
X□ Yes □ No
Please specify in which plan this expense is indicated:
Learning Recovery Grant - B. Accelerating progress to close the learning gaps

Coversheet

IXL Renewal-Middle School

Section: V. Action Items
Item: D. IXL Renewal-Middle School
Purpose: Vote
Submitted by:
Related Material:
IXL MS Quote 3263232-2024-004 [American Indian Model Schools] (1).pdf
IXL Middle School Renewal Cover Letter.docx.pdf

RENEWAL QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE # 3263232-2024-004
DATE: APRIL 3, 2024

TO:
Zubida Bakheit
American Indian Model Schools
171 12th Street
Oakland, CA 94607-4900

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	ACCOUNT #	RENEWAL PERIOD	QUOTE VALID UNTIL
Linelle Gorman	A20-3263232	January 14, 2025 – January 14, 2026	January 14, 2025

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
	IXL site license for 450 students, including:		
1	Grades 6-8: 450 students Subjects: Math, ELA, Science, and Social studies	$10,800.00	$10,800.00
1	IXL Spanish for 450 students	$3,375.00	$3,375.00
	K-8 math licenses include complimentary access to IXL's universal screener		
1	Professional Development: IXL Starter PD Package	$1,295.00	$1,295.00
	Unlimited instructor accounts included		

SUBTOTAL	$15,470.00
SALES TAX	--
SHIPPING & HANDLING	--
TOTAL DUE	$15,470.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to http://www.ixl.com/po-upload and enter quote # 3263232-2024-004. For international accounts, we can accept wire transfers for an additional fee.

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

Submitter Information
Full Name: Christopher Ahmad
Position/Title: Director of Data and Academics
Department: Academics
Date of Submission (MM/DD/YYYY): 8/8/2024

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

Approvals
Has this item been reviewed by:
X□ Superintendent
X□ 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 XNo
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why: Bringing the contract to the board for the first time

Deadline Information
Is there a submission deadline for this item?
x□ Yes □ No
If yes: Please indicate the deadline date (MM/DD/YYYY):8/30/2024

Financial Information (if applicable):
Total Cost: $15,470.00

Is this expenditure included in the annual budget?
X□ Yes □ No
Please specify in which plan this expense is indicated:

IXL Renewal for January 14, 2025 - January 14, 2026
a.) Learning Recovery Block Grant
b.) Aligns with LCAP 1.1 for curriculum, and funded by Learning Recovery block grant
c.

AIMS = 7828.19 - 7505 is the maximum amount in the plan --> 323.19 from General Funds LCAP 1.1

AIPCS II = 7641.81 - 7505 is the maximum amount in the plan --> 136.81 from General Funds LCAP 1.1

Coversheet

IXL Renewal-Elementary School

Section:	V. Action Items
Item:	E. IXL Renewal-Elementary School
Purpose:	Vote
Submitted by:	
Related Material:	Elementary IXL Cover Letter (1).docx.pdf IXL Quote 566702-1 [Aims College Preparatory Elementary School].pdf

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

Submitter Information
Full Name: Christopher Ahmad
Position/Title: Director of Data and Academics
Department: Academics
Date of Submission (MM/DD/YYYY): 8/12/2024

Item Details
Title of Item: IXL for elementary school
Is this item a: □ New Submission
x□ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals
Has this item been reviewed by:
X□ Superintendent
X□ 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 XNo
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why: Bringing the contract to the board for the first time

Deadline Information
Is there a submission deadline for this item?
x□ Yes □ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 8/25/2024

Financial Information (if applicable):
AIPCS II - $9,900 Learning Recovery Block Grant

Is this expenditure included in the annual budget?
X□ Yes □ No
Please specify in which plan this expense is indicated:
Learning Recovery Block Gran

IXL LEARNING™

QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE # 566702-1
DATE: AUGUST 8, 2024

TO:
Christopher Ahmad
Aims College Preparatory Elementary School
171 12TH ST
OAKLAND, CA 94607

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	ACCOUNT #	RENEWAL PERIOD	QUOTE VALID UNTIL
Linelle Gorman	A20-3216163	September 28, 2024 - September 28, 2025	September 7, 2024

SUBSCRIPTIONS	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL site license (Grades K-5) Subjects: Math, ELA, and Science	450	$22.00	$9,900.00
		Total Price	$9,900.00

TOTALS	
Total Subscriptions List Price	$9,900.00
Grand Total	$9,900.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to https://www.ixl.com/po-upload and enter quote # 566702-1. For international accounts, we can accept wire transfers for an additional fee.

Coversheet

ETS

Section: V. Action Items
Item: F. ETS
Purpose: Vote
Submitted by:
Related Material: ETS Cover Letter (1).docx.pdf
ETS_W9_2024_Final DR Signed (1).pdf
AIMS College Prep High Quote for SSR video (1).pdf
AIMS College Prep Middle Quote for SSR video.pdf
American Indian Public Charter School II Quote for SSR video.pdf
AIPCS II - LCAP 2024-2025 (2).docx.pdf
AIMS MS - LCAP 2024-2025 (2).docx.pdf
AIMS HS - LCAP 2024-2025 (1).docx (1).pdf

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

Submitter Information
Full Name: Christopher Ahmad
Position/Title: Director of Data and Academics
Department: Academics
Date of Submission (MM/DD/YYYY): 8/12/2024

Item Details
Title of Item: ETS Testing Services - Student Score Reports
Is this item a: x□ New Submission
□ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals
Has this item been reviewed by:
X□ Superintendent
X□ 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 XNo
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why: Bringing the contract to the board for the first time

Deadline Information
Is there a submission deadline for this item?
x□ Yes □ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 8/25/2024

Financial Information (if applicable):
Total Cost: High School - 172.00
AIMS Middle 262
AIPCS II - 662

Is this expenditure included in the annual budget?
X□ Yes □ No
Please specify in which plan this expense is indicated:
General Funds
4316 - Student Test Supp

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ **Go to *www.irs.gov/FormW9* for instructions and the latest information.**

Give Form to the requester. Do not send to the IRS.

Print or type. See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Educational Testing Service

2 Business name/disregarded entity name, if different from above
ETS

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☑ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) 1

Exemption from FATCA reporting code (if any) A

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.
660 ROSEDALE ROAD

Requester's name and address (optional)

6 City, state, and ZIP code
PRINCETON, NJ 08541

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN,* later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number
			–			–				

or

Employer identification number
2	1	–	0	6	3	4	4	7	9

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person ▶ [signature] Date ▶ 1/9/24

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9.*

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

QUOTE NO.	QUOTE DATE
QUOTE	August 5, 2024

BILL TO:
AIMS College Prep High
746 Grand Ave.
Oakland CA 94607-2714
UNITED STATES

SHIP TO:
AIMS College Prep High
746 Grand Ave.
Oakland CA 94607-2714
UNITED STATES

REMIT PAYMENT UPON INVOICE:
EDUCATIONAL TESTING SERVICE
PO BOX 371986
PITTSBURGH, PA 15251-7986

CUSTOMER NUMBER	**LOCATION**		**SALES ORDER NUMBER**	**TERMS**	
100000514559	**25-J**			**QUOTE**	
ETS ID NUMBER	ITEM NUMBER	DESCRIPTIONS		PRICE	AMOUNT
825965	77	Video Student Score Reports for Summative ELPAC		$ 1.00	$77.00
825961	95	Video Student Score Reports for Summative CAASPP		$ 1.00	$95.00
		QUOTE SUBTOTAL:			$172.00
For billing inquiries, please call: 609-734-1300.					
		QUOTE TOTAL:			**$172.00**

QUOTE NO.	QUOTE DATE
QUOTE	August 5, 2024

BILL TO:
AIMS College Prep Middle
171 12th St.
Oakland CA 94607-4900
UNITED STATES

SHIP TO:
AIMS College Prep Middle
171 12th St.
Oakland CA 94607-4900
UNITED STATES

REMIT PAYMENT UPON INVOICE:
EDUCATIONAL TESTING SERVICE
PO BOX 371986
PITTSBURGH, PA 15251-7986

CUSTOMER NUMBER	**LOCATION**		**SALES ORDER NUMBER**	**TERMS**	
100000514560	**25-J**			**QUOTE**	
ETS ID NUMBER	ITEM NUMBER	DESCRIPTIONS		PRICE	AMOUNT
825965	55	Video Student Score Reports for Summative ELPAC		$ 1.00	$55.00
825961	207	Video Student Score Reports for Summative CAASPP		$ 1.00	$207.00
		QUOTE SUBTOTAL:			$262.00
For billing inquiries, please call: 609-734-1300.					
		QUOTE TOTAL:			**$262.00**

ets

QUOTE NO.	QUOTE DATE
QUOTE	August 5, 2024

BILL TO:
AMERICAN INDIAN PUBLIC CHARTER SCHOOL II
171 12th St.
Oakland CA 94607-4900
UNITED STATES

SHIP TO:
AMERICAN INDIAN PUBLIC CHARTER SCHOOL II
171 12th St.
Oakland CA 94607-4900
UNITED STATES

REMIT PAYMENT UPON INVOICE:
EDUCATIONAL TESTING SERVICE
PO BOX 371986
PITTSBURGH, PA 15251-7986

CUSTOMER NUMBER	**LOCATION**		**SALES ORDER NUMBER**	**TERMS**	
100000422577	**25-J**			**QUOTE**	
ETS ID NUMBER	ITEM NUMBER	DESCRIPTIONS		PRICE	AMOUNT
825965	150	Video Student Score Reports for Summative ELPAC		$ 1.00	$150.00
825961	512	Video Student Score Reports for Summative CAASPP		$ 1.00	$512.00
		QUOTE SUBTOTAL:			$662.00
For billing inquiries, please call: 609-734-1300.					
		QUOTE TOTAL:			**$662.00**

Local Control and Accountability Plan

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

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

Plan Summary [2024-2025]

General Information

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

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

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

AIMS Credo The Family: The Family: We are a family at AIMS Schools The Goal: We are always working for academic and social excellence. The Faith: We will prosper by focusing and working toward our goals. The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.

AIMS Values At AIMS we value: Excellence - Commitment to excellence in all that we do Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable Empathy - Recognition of dignity and worth of every human being Family and Community - Building of family and community

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on the CAASPP results, we can see an overall increase in both math and ELA proficiency. In terms of our subgroups, mostly all of our subgroups made an increase in proficiency for both subjects. This includes subgroups by race, socioeconomically disadvantaged,

SPED, and our English Language Learners. However, our Hispanic/Latinx population saw a slight decrease with 5.72% in math and 8.14% in ELA compared to the previous year. We saw a large increase with our SPED students in mathematics, with a 17% increase from the previous year. Our English learner population saw a small increase of 0.03 in ELA and 2% in math. Our goal is to see every subgroup increase year after year in any way they can.

For our local measurements, we used Scholastic Reading Inventory to determine the reading levels and Lexiles of our students. Students took the benchmark every quarter. Our AIPCS II students saw an increase of 6% in the elementary school, putting them at a proficiency rate of 72%. Our middle school saw a small decrease of 4%. However, they are still at an overall proficiency level of 66%, which is very high. These results were captured during the final quarter of years 2023 and 2024.

In more detail for our subgroups, our Asian ELA proficiency had a decrease of -2.84%, while math had an increase of 4.42%. Our African American population for ELA with 4.46% and math at 4.42%.

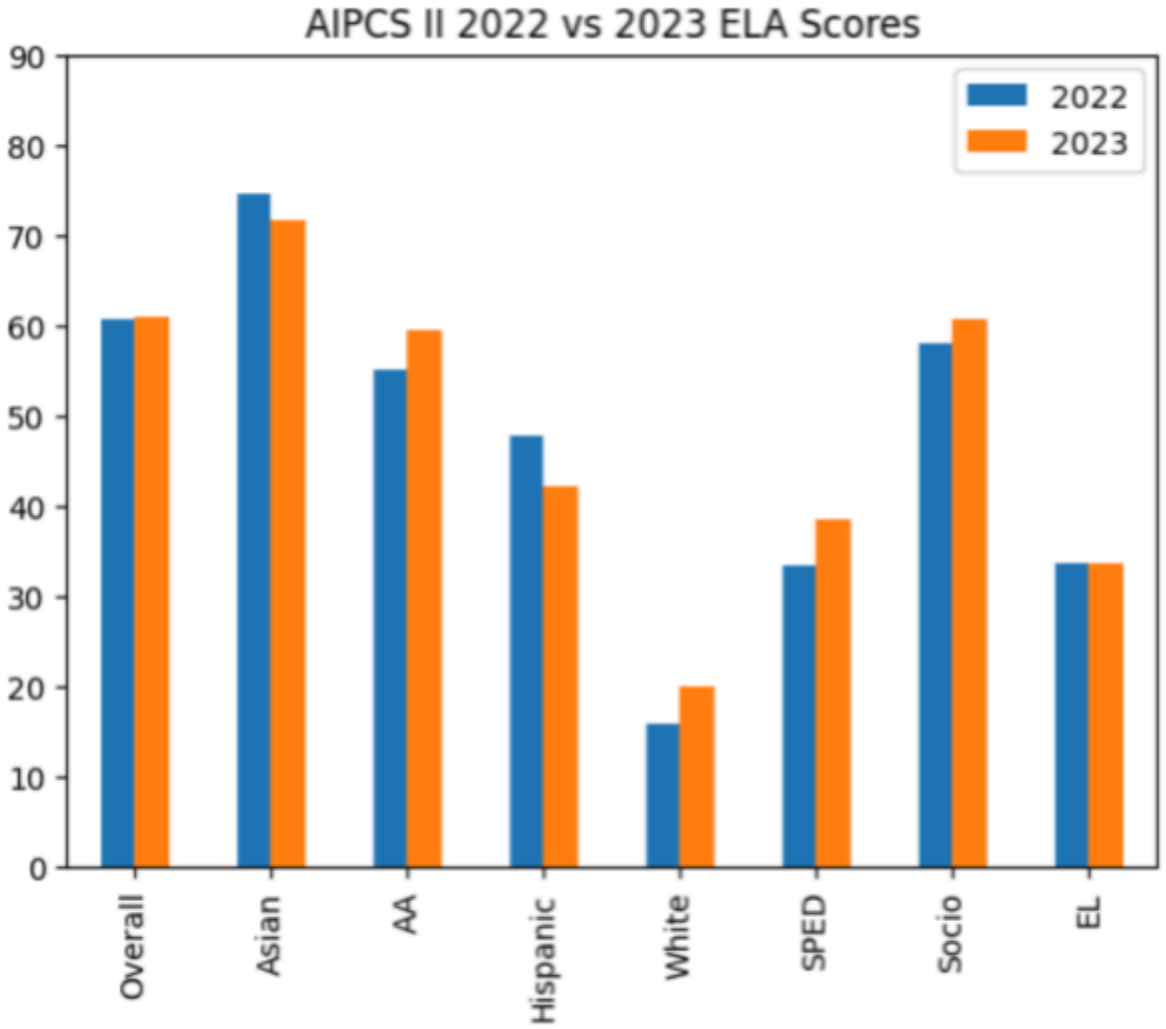
Our Hispanic population were the only subgroup that had a decrease in both math and ELA. There was in decrease in ELA of 5.72% and 8.14% in math. Our white subgroup population saw an increase of 4% in ELA and the largest percentage increase for this year in math with 21.06%. Students who are socioeconomically disadvantaged saw an increase in both math and ELA with 2.59% and 2.58%.

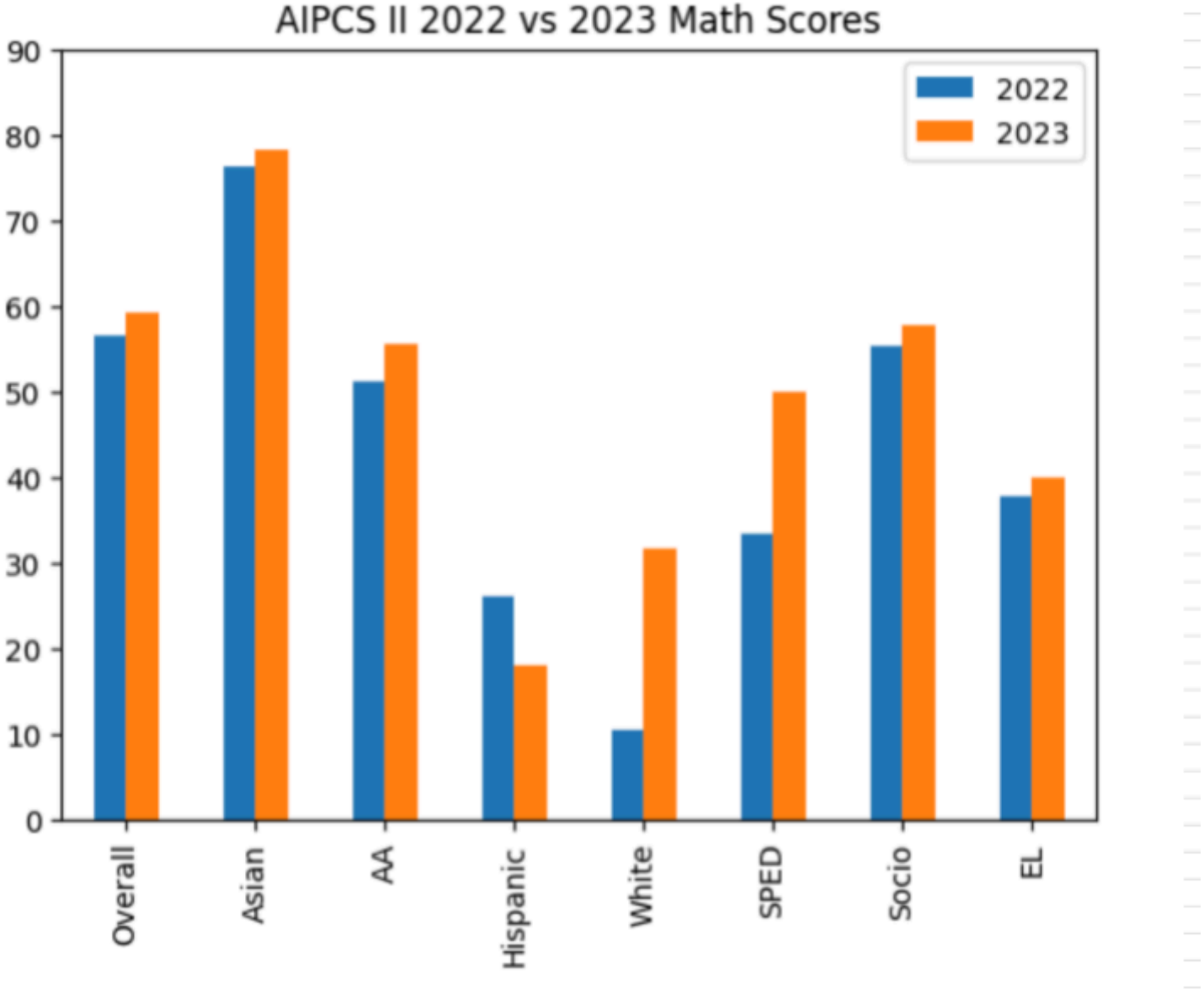
Both our SPED population and English language learners also saw increases in both math and ELA. Our SPED proficiency increased 5.13% for ELA and 17% for math. Or ELL's progressed as well with a 0.03% increase in ELA and 2% in math. Overall, mostly all of our subgroups showed improvement from one year to the next except our Hispanic subgroup.

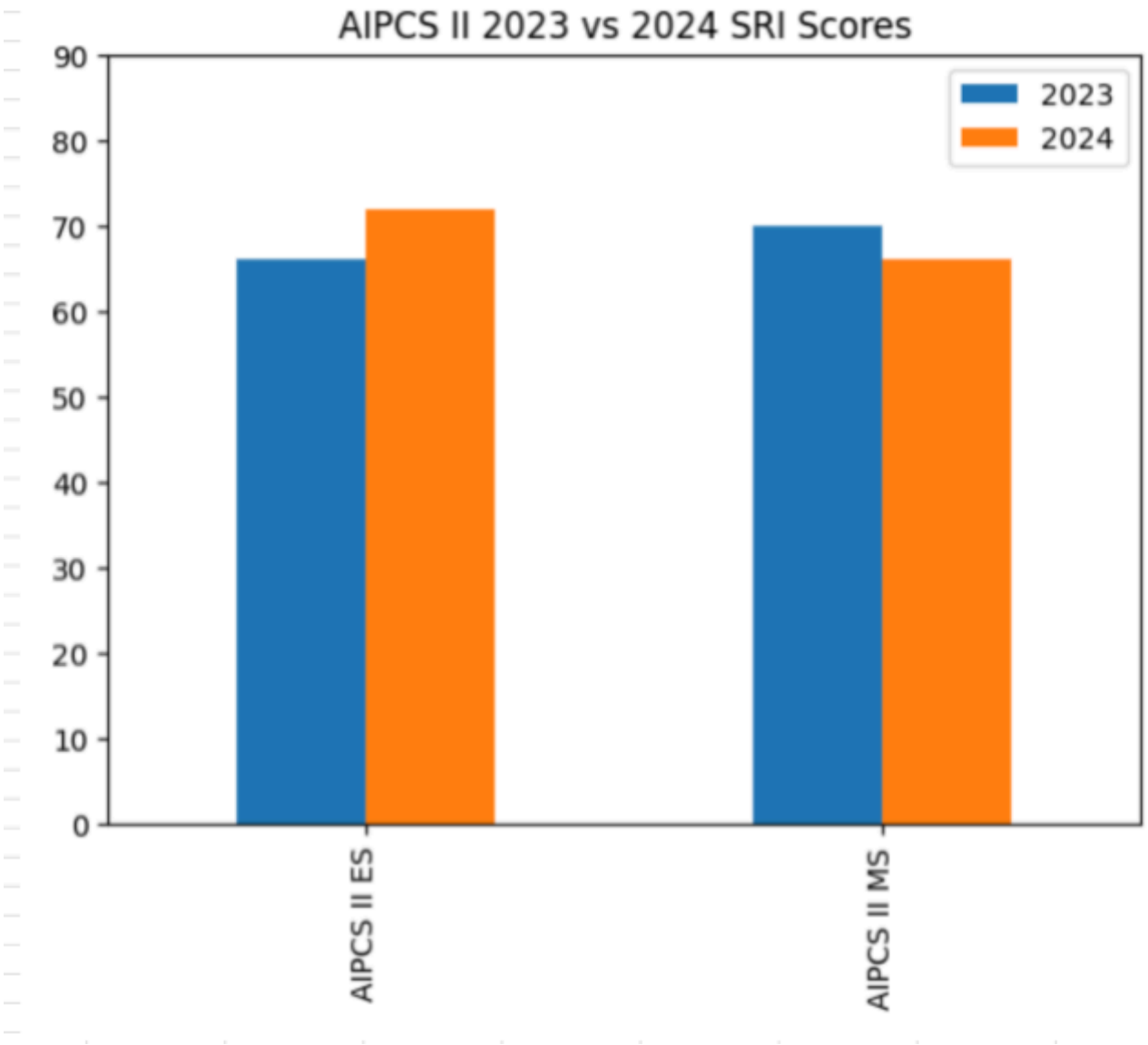
Image 1: 2021-2022 vs 2022-2023 CAASPP ELA Scores

Image 2: 2021-2022 vs 2022-2023 CAASPP Mathematics Scores

Image 3: 2022-2023 vs 2023-2024 Scholastic Reading Inventory Scores


AIPCS II 2022 vs 2023 ELA Scores
2022
2023
90
80
70
60
50
40
30
20
10
0
Overall
Asian
AA
Hispanic
White
SPED
Socio
EL


AIPCS II 2022 vs 2023 Math Scores
2022
2023
90
80
70
60
50
40
30
20
10
0
Overall
Asian
AA
Hispanic
White
SPED
Socio
EL



Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

[Respond here]

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board.	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2024, there was amid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year.
Teachers, administrators, and other school personnel	In spring 2024, the school consulted with teachers and staff during the School Site Council to collect input for the development of the new 3-year LCAP. Every week we provide teachers with professional development and engage them in discussions ranging from instruction to student data to collecting feedback on school programs and plans.
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2024, the school consulted with parents during the School Site Council to collect input for the development of the new 3-year LCAP, as well as the English Learner Parent Advisory Committee, and via a survey on the school's overall performance, activities, and programs, which informed the final version of the LCAP
Students	In spring 2024, the school consulted with students during a the School Site Council to collect input for the development of the LCAP.
Teacher, Parent Student Surveys	Surveys were given to Teachers, Parents, and Students for them to provide feedback. Their input provided data for the development of the LCAP.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from partners is gathered through surveys, meetings, focus groups and participation in groups such as the School Site Council, Student Government Association, AIMS Parents United. Their input is analyzed to identify common themes, prioritize needs, and to determine which initiatives align with district goals. The adopted LCAP reflects a consensus-driven approach that balances input with educational needs.

Students provide valuable insight into their educational experiences, including what programs and support systems are most effective for their learning. Their feedback leads to initiatives that prioritize student well-being, academic support, extra curricular activities and other aspects directly impacting their education. Pan SGA works directly with the student body, supports teachers and informs the Superintendent. Students are members of the School Site Council that meets regularly to facilitate shared decision-making among stakeholders and is composed of parents, community members, teachers, administrators and students.

Parents offer perspectives on their children's educational needs, concerns about the school and expectations for academic and personal growth. Their feedback shapes priorities related to family engagement, strategies between school and home and resources that support diverse student needs. Parents are recruited regularly to join the AIMS Parent Group that supports and volunteers in various capacities throughout the school year. They participate in and engage directly with the school community and local authorizers.

Teachers provide insight into curriculum effectiveness, instructional strategies, professional development needs and support services for students. Their feedback guides decisions on professional learning opportunities, classroom resources, and interventions tailored to improve teaching quality and student outcomes. Teachers (including T's and IA's) are members of the School Site Council that meets regularly to facilitate shared decision-making among stakeholders and is composed of parents, community members, teachers, administrators and students.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
[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, Social Studies, World Languages, Visual Performing Arts.**	Broad

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric # 1]	Student access to instructional materials and supplies	100% of students have access to board adopted materials and instructional supplies	[Insert outcome here]	[Insert outcome here]	100% of students have access to board adopted materials and instructional supplies	[Insert current difference from baseline here]

[Metric # 2]	California Assessment of Student Performance and Progress - English Language Arts	55% of all students will reach proficiency in English Language Arts 42% of our Latinx population will reach proficiency in English Language Arts 33% of our English Language Learner population will reach proficiency in English Language Arts	[Insert outcome here]	[Insert outcome here]	65% of all students will reach proficiency in English Language Arts 48% of our Latinx population will reach proficiency in English Language Arts 40% of our English Language Learner population will reach proficiency in English Language Arts	[Insert current difference from baseline here]
[Metric # 3]	California Assessment of Student Performance and Progress - Mathematics	50% of all students will reach proficiency in mathematics 18% of our Latinx students will reach proficiency in mathematics	[Insert outcome here]	[Insert outcome here]	55% of all students will reach proficiency in mathematics 25% of our Latinx students will reach proficiency in mathematics	[Insert current difference from baseline here]
[Metric # 4]	California Assessment of Student Performance and Progress Science	35% of all students will reach proficiency in science			40% of all students will reach proficiency in science	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Approved curriculum (textbooks, online learning platforms)	Approved textbooks and standards aligned instructional materials will ensure that students will have access to appropriate curriculum.	$126,721.00	
1.2	Books and Other Reference Materials-Supplemental Curriculum, Online Learning Platforms	Approved online learning programs to supplement learning and promote student success.	$44,305.92	Yes
1.3	Instructional Materials/Supplies	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, class materials, supplies, science lab, and other instructional materials.	$5000	
1.4	Testing Supplies and Fees	Testing supplies to enhance and support SBAC/CAASPP preparations.	$3651.00	

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
[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.**	Broad

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome - 2026-27	Current Difference from Baseline
Metric 1	Appropriately credentialed and assigned teachers	91.92% Appropriately credentialed and assigned teachers Based on 2022-2023 CalSAAS report	[Insert outcome here]	[Insert outcome here]	93%	[Insert current difference from baseline here]
Metric 2	Teacher misassignment	8.08% of teacher misassignment Based on 2022-2023 CalSAAS report	[Insert target outcome here]	[Insert target outcome here]	8% of teacher misassignment	[Insert current difference from baseline here]
Metric 3	Percent of teachers who participate in professional development and rate the training as having a positive impact on instructional practice	2024-2025 will be the first time using this metric. 50% of teachers who participate in professional development and rate the training as having a positive impact on instructional practice	[Insert outcome here]	[Insert outcome here]	85% of teachers who participate in professional development and rate the training as having a positive impact on instructional practice	[Insert current difference from baseline here]
	[Insert metric here]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[Insert target outcome here]	[Insert current difference from baseline here]
	[Insert metric here]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[Insert target outcome here]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Administrators	Director of Schools, Head of Academics, Dean of Students	$406,024.00	

2.2	Teacher	Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using AIMS practices and data driven strategies.	$2,424,865.00	
2.3	Teacher Assistants	Support staff will provide regular and equitable instructional "push-in" and "pull-out" support to students. Support staff will also provide and promote a positive, proactive, professional, and efficient environment.	$208,134.00	Yes
2.4	Intervention Aides	Support staff will provide regular and equitable instructional "push-in" and "pull-out" support to students. Support staff will also provide and promote a positive, proactive, professional, and efficient environment.	$150,811.00	Yes
2.5	Professional Development	Ongoing professional development, learning opportunities and resources for teachers will enhance their skills to improve student learning outcomes.	$40,000	Yes
2.6	Instructional Coach	Provides coaching, modeling instruction, lesson design, instructional delivery and assessment related to English language arts, English language development, social studies, science and math.	$55,289.00	Yes
2.7	Teacher Supplies and Furniture	Teacher supplies to enhance the classroom ecosystem to promote a well-organized and conducive learning environment. Laptops	$5000	
2.8	Food and Refreshments	Food and refreshments for staff during professional development meetings to review student data, disaggregate data, strategize effective instructional implementation.	$5000	
2.9	College Bound Kids Coordinator and Program	College bound coordinators will provide youth with the guidance, support and encouragement to attain college goals.	$9,203.06	Yes
2.10	Substitutes	Substitutes will be provided in absences of teachers.	$100,000	
2.11	Teacher Induction Support	The school will continue to provide an Induction Program for beginning teachers and interns.	$1000.00	
2.12	Teacher Intern Support	The school will continue to provide an intern support program.	$1000.00	
2.13	Instructor Permit Fees	The school will pay for instructor fees with California Teaching Credential (30-day permit, STSP, PIP)	$100	
2.14	Saturday School	Saturday School will provide additional core curricula support.	$50,979.06	Yes

2.15	Summer School, Intercession (Winter, Spring)	Intervention support provided during Summer Break, Winter Break, or Sprinig Break to address learning loss, credit recovery, test prep, tutoring, additional academic support.	$35,878.80	Yes
2.16	Supports for Students with Disabilities	Materials, supplies and/or Personnel to support special education program and students	$47,783	No

Insert or delete rows, as necessary.

Goal 3

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AIMS is a heavily data-based educational program. We have our own data department which is responsible for producing the data, sharing it with teachers, and training teachers on how to use data. We developed this goal because we want to ensure that all of our teachers are comfortable and knowledgeable when looking at data and planning for their students' success in the classroom. We believe that data-driven instruction is the most effective way to deliver top-notch lessons to students each day. Our goal is to make sure that teachers can look at the data and make informed decisions that have the greatest impact on learning and performance. Teachers will need to know how to look at the data, analyze it, and then plan using it. So this goal was created to help with that task.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Formative Assessment Math -NWEA (MAP)	Proficiency	No baseline data available (This data has not been previously collected.)	[Insert outcome here]	[Insert outcome here]	55% Proficiency for All Students	[Insert current difference from baseline here]
Formative Assessment ELA -NWEA (MAP)	Proficiency	No baseline data available (This data has not been previously collected.)	[Insert outcome here]	[Insert outcome here]	55% Proficiency for All Students	[Insert current difference from baseline here]
Unified Insights	Usage of software by teacher	50% of teachers have used Unified Insights to look at student data	[Insert outcome here]	[Insert outcome here]	60% of teachers have used Unified Insights to look at student data	[Insert current difference from baseline here]
NWEA	This will be a new program for 2024-2025	No baseline data available (This data has not been previously collected.)	[Insert outcome here]	[Insert outcome here]	86% of students will be tested using NWEA benchmark assessments	[Insert current difference from baseline here]
Illuminate	Illuminate usage for students	80% of students will be tested using Illuminate benchmark assessments	[Insert outcome here]	[Insert outcome here]	86% of students will be tested using Illuminate Benchmark assessments	[Insert current difference from baseline here]
RespondEDU	Percent of teachers using RespondEDU	5No baseline data available (This data has not been previously collected.)	[Insert outcome here]	[Insert outcome here]	60% of teachers will use RESPOND EDU to create their lesson plans	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Unified Insights	AIMS will contract with a third-party entity to to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements	$5,000	Yes
3.2	NWEA	NWEA is a benchmark assessment program recognized by the state of California. Students will be given 3 summative benchmarks per year. The program produces growth charts and data each quarter.	$18,983	Yes
3.3	Illuminate	Illuminate is a standards-based assessment program. It allows us to create local assessments based on the pacing guides of the district	$6,181	Yes
3.4	Respond Edu	Respond EDU is a standards-based lesson plan creation system that uses AI technology to help teachers execute the full lesson plan cycle	$28,705	Yes
3.5	Academic Counselor	Academic counselor will update grading system support school site UPC: ACOUNS0001, ACOUNS0002	$12,927	Yes

Insert or delete rows, as necessary.

Goal 4

Goal #	Description	Type of Goal
[Goal #]	**School Culture and Climate: A clean, safe and positive environment that's based upon the principles of family and community, with increased parent engagement.**	[Identify the type of goal here]

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To provide students and families with appropriate health services interventions to be healthy and be able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students. COVID-19 has reminded us that the holistic needs of students (particularly mental health) must be taken into account in order to facilitate student and community success. Our goal is to provide a positive, safe, and comfortable environment where students and teachers only need to worry about teaching and learning. We also want to focus on positive interactions with staff and students. We want to teach students how to learn from their mistakes, interact with their peers, and build trust within the school community.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	School Survey - Question regarding Safety	Student Response : 57.4 Family Response: 85% strongly agree or agree Source California Health Kids Survey (CHKS) & California School Parent Survey (CSPS)	[Insert outcome here]	[Insert outcome here]	Student Response : 80% Family Response: 90% strongly agree or agree Source California Health Kids Survey (CHKS) & California School Parent Survey (CSPS)	[Insert current difference from baseline here]
Metric 2	Family Survey - Question regarding High Expectations	Family Response: 89% strongly agree or agree Source California School Parent Survey (CSPS)	[Insert outcome here]	[Insert outcome here]	Family Response: 93% strongly agree or agree Source California School Parent Survey (CSPS)	[Insert current difference from baseline here]

Metric 3	Student Survey Student - Caring Relationships	Student Survey Response: 65.8% Source California Health Kids Survey (CHKS)	[Insert outcome here]	[Insert outcome here]	Student Survey Response: 80%	[Insert current difference from baseline here]
Metric 4	Percent of students in grade 3-8, receiving social emotional counseling, who reported an increased sense of connection and belonging.	No baseline data available (This data has not been previously collected.)	[Insert outcome here]	[Insert outcome here]	50% Percent of students in grade 3-8, receiving social emotional counseling, who reported an increased sense of connection and belonging	[Insert current difference from baseline here]
Metric 5	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 2023-2024 the facility received Good rating on the Facilities Inspection Tool	[Insert outcome here]	[Insert outcome here]	School facility will be maintained and in good repair. The facility will receive Good rating on the Facilities Inspection Tool (FIT)	[Insert current difference from baseline here]
Metric 6	After school program participation	50 Students will participate in afterschool program	[Insert outcome here]	[Insert outcome here]	80 Students will participate in the afterschool program	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Supporting Admin Staff	Admin Assistant and clerk will support with day to day activities and ensure a positive environment	$135,474	
4.2	Community Liaison and Parent Engagement	The AIMS Community Liaison helps lead the Family Advisory Council (FAC) and provides wrap-around support, voices, and engagement activities for all families. Community Liason also supports homeless and foster youth students Parent engagement such as Back to School Night, Open House, Town Hall Meetings.	$66,341	Yes

4.3	Health Coordinator & Health supplies	Health Coordinator will help to provide basic assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement.	$87,032	Yes
4.4	AIMS Athletic Department and Clubs	The purpose of the AIMS Athletic Department is to aid in the academic, emotional, mental, and physical development of our scholar-athletes through the promotion of teamwork, leadership, sportsmanship, and organized athletic competition.	$56,243	Yes
4.5	ParentSquare	ParentSquare is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. Parent Square also delivers secure documents and provides translation support in Chinese and Spanish languages.	$5,025	
4.6	PowerSchool (SIS)	PowerSchool is the Student Information System that is used to keep track of attendance, gradebook and student demographic information.	$13,642	
4.7	Oakland Enrolls / Avela	AIMS has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable.	$14,515	
4.8	Public Transportation Support to Vulnerable Student Populations	AIMS will provide support to its most vulnerable student populations (low-income, homeless, foster care, etc.) by providing public transportation passes (clipper cards).	No Cost	
4.9	IT Services / IT Maintenance	AIMS will contract IT services to help maintain and improve our wireless and technology infrastructure.	$26,575	
4.10	Campus Security / Bell System Enhancements	AIMS will commit to additional campus security enhancements, including the installation of additional security cameras and software, and enhancements to our digital bell system. AIMS will also commit to an orderly pick up and dismissal system. AIMS will be in compliance with school safety procedures and will carry out monthly drills.	$2625	
4.11	Experiential Learning / Field Trip Opportunities	AIMS will commit funding to permit students to engage in educational and end of year field trips.	$2000	Yes

4.12	After School & Enrichment/Extracurricular Programs	AIMS will hold afterschool programs to promote student engagement.	$203,279	Yes
4.13	Teacher Appreciation	Different events and activities to show educator appreciation	$2,000	
4.14	Student Government Association	SGA The AIMS Student Government Association will provide opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment.	$3,000	Yes
4.15	Yearbook	The Golden Talon Yearbook AIMS will commit funding to the printing and distribution of The Yearbook, a student yearbook production.	$2,000	
4.16	No Bullying Schools Campaign	Restorative practices	$5,000	Yes
4.17	Student Uniforms	Polos, Sweaters, PE Uniforms, and other items needed to ensure that students are following the uniform dress code.	$53,000	
4.18	Student Events	AIMS will have student events such as graduation, orientations, honor roll assemblies with incentives to promote positive school culture	$10,000	
4.19	Educational Stakeholders Surveys	Surveys from CalSCHLS Student Survey Teacher surveys California School Staff Survey (CSSS) Parent Survey	$1000	Yes
4.20	PBIS Incentives, Rewards, Events	AIMS will continue to implement Positive Behavior Intervention Support (PBIS) programs and incentives to provide access to social/emotional curriculum, encourage positive behavior through student rewards. Together, with restorative justice practices, and curriculum, PBIS will help increase student attendance, maintain a low suspension rate, and promote a safe and positive learning environment.	1000	Yes
4.21	GoGuardian	GoGuardian empowers staff with effective tools to create safe and engaging learning for every student. From digital guardrails to student safety support, we'll help you lay the foundation for learning to thrive.	0	
4.22	Vision to Learn	Vision screening, eye examinations and glasses to students	$31,200	Yes

4.23	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. Safety trainings and drills will be conducted for students and staff.	$512,000	

Insert or delete rows, as necessary.

Goal 5

Goal #	Description	Type of Goal
[Goal #5]	**By the end of the 2024-2025 School Year, English learner (EL) students in grades K–8 will:** **» Receive integrated ELD instruction based on Guided Language Acquisition Design at least 50% of their class time as measured by analysis of teacher observations** **» 65% of these students will increase proficiency in English by one level or more as measured by Summative ELPAC results** **» 40% or more of these students will be reclassified as Fluent English Proficient** **» 40% of these students in grades 3–8 will be meeting or exceeding standards in ELA**	Focus

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our LEA has developed an observable teaching goal in recognition that a prerequisite to increasing student learning outcomes is improving teaching performance. The remaining goals are based on state-assessed growth in English proficiency. We are focusing on improving teaching performance, specifically the use of research-based language acquisition strategies (GLAD), by a substantial amount. Measurable student outcome goals are more conservative in recognition that the *effects* of improved teaching performance will show up over an extended time period.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	% of observed teaching time with GLAD strategies	GLAD use observed 0% of teaching time	[Insert outcome here]	[Insert outcome here]	GLAD use observed 50% of teaching time	50%
Metric 2	English Learners making annual growth as measured by ELPAC annual growth data	51% of English Language Learners made at least one level progress based on ELPAC data	[Insert outcome here]	[Insert outcome here]	65% of English Language Learners made at least one level progress based on ELPAC data	14%
Metric 3	Rate of reclassification	30% of English Language Learners were reclassified in 2024	[Insert outcome here]	[Insert outcome here]	40% of English Language Learners will be reclassified as Fluent	10%
Metric 4	% meeting or exceeding ELA standards	33% of English Language Learners in grades 3-8 met or exceeded ELA standards	[Insert outcome here]	[Insert outcome here]	40% of English Language Learners in grades 3–8 will be meeting or exceeding standards in ELA	7%

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

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N/A

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N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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Actions

Action #	Title	Description	Total Funds	Contributing
5.1	ELD Coordinator/Manager	ELD Coordinator/Manager will organize on-going training in GLAD strategies for teachers and provide demo lessons and one-on-one support, in collaboration with the Instructional Coach. ELD Coordinator/Manager will also meet with Directors who conduct teacher observations in order to track the percentage of time GLAD strategies are used during observations.	$41,407	Yes
5.2	ELD Teacher	ELD Teacher will provide regular, targeted instructional support to small intervention groups (of ELPAC level 1 and 2 EL students) and supplementary language curriculum support to level 3 students. ELD Coordinator will support ELD teacher with lesson planning to embed and implement ELD standards.	$72,123	Yes
5.3	ELPAC Testing Expenses	ELD Coordinator/Manager will create testing info cards, signage, review materials and other resources to improve testing process	$1000	Yes
5.4	ELD Technology Expenses	ELD Coordinator/Manager will maintain software licenses and devices for language-learning technology such as Rosetta Stone and ELD iPads	$3700	Yes

Insert or delete rows, as necessary.

Goal 6

Goal #	Description	Type of Goal
[Goal #6]	**Within three years, the district will reduce rates of chronic absenteeism and suspension by implementing actions that promote relationships and student connectedness.**	Broad

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

California School Dashboard (Dashboard) and local data indicate that low-income students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students. Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism and suspension rates that include approaches to support student engagement. Furthermore, student survey data indicates that 2% of low-income students in middle and high school participate in student clubs or leadership groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Chronic Absenteeism Rate	Schoolwide: 17.1% AA:14.4% EL: 17.6% H: 45.6% SED: 19.5 SWD: 32.4%	[Insert outcome here]	[Insert outcome here]	Schoolwide: 10.00% AA:7.2% EL: 7.7% H: 22.5% SED: 9.5% SWD: 16.0%	[Insert current difference from baseline here]
Metric 2	Attendance Rate	School wide 94.90%	[Insert outcome here]	[Insert outcome here]	Schoolwide 95.5%	[Insert current difference from baseline here]
Metric 3	Suspension Rate	School Wide Suspension Rate 2.2%	[Insert outcome here]	[Insert outcome here]	≥ 2% School Wide Suspension rate	[Insert current difference from baseline here]
Metric 4	Percent of Students Participating in a Student Club or Leadership Group	No baseline data available (This data has not been previously collected.)	[Insert outcome here]	[Insert outcome here]	Less than 25% of students will receive a discipline referral	[Insert current difference from baseline here]
Metric 5	Percent of students in grade 9-12, receiving social emotional counseling	No baseline data available (This data has not been previously collected.)			15% of students in grade 9-12, receiving social emotional counseling	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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N/A

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N/A

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

N/A

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Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Attendance incentives & rewards	To address CA Dashboard data on chronic absenteeism: African American, English Learners, Hispanic, Socioeconomically disadvantaged, and students with disabilities. AIMS will celebrate attendance, incentives and rewards to decrease chronic absenteeism and promote student engagement.	$11,000	Yes
6.2	Monthly attendance celebrations/events	To celebrate attendance, AIMS will hold monthly attendance events and celebrations to recognize students' attendance.	$10000	Yes
6.3	Campus Supervisor	Will ensure that the campus is safe. Will also work with site leadership to re-engage students that are chronically absent	$105,534	Yes
6.4	Student Events for perfect attendance	AIMS will have student events such as graduation, orientations, honor roll assemblies with incentives to promote school community.	$10000	Yes
6.5	Student Events Coordinator	The Student Activity Coordinator will maintain school events	$36,618	Yes
6.6	SEL Curriculum & Professional Development	CharacterStrong will support school culture and climate, "The aim of education is to help young people be successful in their lives. Success can include metrics like academic growth, college & career readiness, and overall life satisfaction. In the pursuit of achieving these goals, there are 3 outcomes that serve as the foundation upon which student success is built" -	$10000	Yes
6.7	SEL Counselors	The AIMS Socioemotional Counselor provides mild to moderate socioemotional guidance, counseling, and support to help promote the holistic well-being of students - particularly with extra care towards student mental health. UPC: COUNS0001	$51,961	Yes

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$[Insert dollar amount here]	$[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	0%	$0	[Insert percentage here]%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 - Actions 1.1-1.4	Ensure all subgroups have the curriculum and supplies needed to engage in learning	Most of our students fall under the unduplicated subgroup, and the actions address access to curriculum and supplemental curriculum bridging the learning gap, classroom materials and supplies and testing materials	Approved curriculum, CAASPP, Classroom supplies/ science materials, testing supplies and fees

Goal 2 - Actions 2.1 - 2.17	Ensuring students have properly credentialed teachers/ teachers have tools to properly administer instruction	Adequate and properly credentialed campus supports for unduplicated and underserved student groups encompass a comprehensive approach. This includes ensuring all administrative staff, teachers, teacher assistants, intervention aides, instructional coaches, college and career coordinators, substitutes, and support personnel such as induction/inter/permit support are fully staffed and trained. Additionally, provisions for Saturday academic intervention, winter intersession/summer school opportunities, professional development, and sufficient SPED supplies and personnel are essential to meet the diverse needs of these student groups effectively.	The metrics to monitor effectiveness can be achieved by ensuring teachers are appropriately credentialed and assigned, minimizing teacher mis-assignments, and increasing the percentage of teachers participating in professional development that they find positively impacts their instructional practices.
Goal 3 - Actions 3.1 - 3.5	AIMS utilizes data-based educational programs to analyze and assess verifiable data and trains teachers on how to use data to inform instructional practices.	We believe that data-driven instruction is the most effective way to deliver top-notch lessons to students each day. Our goal is to make sure that teachers can look at the data and make informed decisions that have the greatest impact on learning and performance. Teachers will need to know how to look at the data, analyze it, and then plan using it.	Formative assessments in Math and ELA to gauge student proficiency, Unified Insight for school wide data collection and to identify trends, NWEA Benchmark assessments, Illuminate Benchmarks, and Respond EDU used by teachers to create lesson plans and academic counselors.

Goal 4 - Actions 4.1 - 4.22	Fostering a positive school culture and climate for students involves prioritizing their voice and choice through community liaison efforts and engaging parents actively. This includes ensuring access to appropriate health services and interventions, offering sports and clubs to promote teamwork, leadership, and sportsmanship, and effectively communicating with families in their preferred languages to enhance inclusivity.	The initial points of contact for parents upon entering the building oversee community engagement and parent relations. The Health Coordinator manages supplies, while the Athletic Department oversees clubs. ParentSquare facilitates communication with families, and PowerSchool provides access for parents and students. The Oakland enrolls/AVELA partnership supports families in navigating public school options, focusing on ease, efficiency, transparency, and equity. A partnership with public transportation ensures vulnerable students receive free clipper cards. SGA, PBIS Rewards, Restorative Justice Training, and after school enrichment programs promote positive behavior and interventions. Go Guardian supports staff in creating a secure digital learning environment and facilitating task-oriented activities. Vision to Learn to provide eye exams and glasses for students who need glasses.	Providing various means of stakeholder engagement through surveys (student, parent, teacher) to inform ways to positively influence school culture and climate.
Goal 6 - Actions 6.1 - 6.7	Chronic Absenteeism:The district will reduce rates of chronic absenteeism and suspension by implementing actions that promote relationships and student connectedness	California School Dashboard (Dashboard) and local data indicate that low-income students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students. Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism and suspension rates that include approaches to support student engagement	Utilizing a myriad incentives, rewards and celebrations to promote presence and campus supervisors, SEL counselors and curriculum to engage the student body.

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 5 - Actions 5.1 - 5.4	Our English Learner (EL) students are a unique and essential subgroup to be supported via participation in English Language Development (ELD) instruction using Guided Language Acquisition Design (GLAD) for at least 50% of their class time, as elated through teacher observation. We anticipate the progression of students will advance their English proficiency by one level or or, as evident by their performance on the Summative ELPAC; students who will successfully transition to Fluent English Proficiency (RFEP) status, and students who will demonstrate proficiency in meeting or exceeding grade-level standards in ELA.	To ensure that these needs are met, action items support ELD coordinator, ELD Teacher, testing expenses ad software and licenses By the conclusion of the academic year, our dedicated focus on English Learners (EL) aims to achieve significant milestones to increase participation in integrated Language Development instruction (ELD), employ GLAD instruction during classroom time with respect to ongoing teacher observation. THe goal is for 60% of EL Students to demonstrate measurable progress in their English proficiency and to reach Fluent English Proficiency at the end of the academic year.	Metrics to monitor effectiveness include observation of teaching time with GLAD strategies, measurable EL growth via annual growth data, improvement of rate of reclassification and percentage of ELs to meet and exceed ELA standards.

Insert or delete rows, as necessary.

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

Not applicable. All limited actions contributing to meeting the increased or improved services requirement are associated with an expenditure of LCFF funds

Additional Concentration Grant Funding

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

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	*Not applicable for charter schools*	*Not applicable for charter schools*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable for charter schools*	*Not applicable for charter schools*

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *o* As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

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

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services

provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-2025]

General Information

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

AIMS College Prep Middle School (AIMS MS) is located in downtown Oakland. We serve 210 students. The school community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

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

AIMS Credo The Family:
The Family: We are a family at AIM Schools
The Goal: We are always working for academic and social excellence.
The Faith: We will prosper by focusing and working toward our goals.
The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.

AIMS Values At AIMS we value:
Excellence - Commitment to excellence in all that we do
Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable
Empathy - Recognition of dignity and worth of every human being Family and Community -
Building of family and community
Citizenship - Social awareness and justice that leads to action
Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on the CAASPP results, we can see an overall decrease in both math and ELA. The decrease in ELA was significant, with 16.24%. The decrease in mathematics was minimal at 0.67% compared to the previous year. To note, these results are a comparison of the 2021-2022 CAASPP test and the 2022-2023 test. At the time of the submission of this report, the 2023-2024 CAASPP scores have not yet been released. In terms of our subgroups by race, SPED, Socioeconomically Disadvantaged, and ELL population, all subgroups faced a decline in ELA and math proficiency. Only the Asian subgroup showed an increase of 1% in mathematics.

For our local measurements, we used Scholastic Reading Inventory to determine the reading levels and Lexiles of our students. Students took the benchmark every quarter. Our AIMS Middle School students saw an overall decrease in Math and ELA compared to the previous year's scores. Our Asian subgroup was the only subgroup that showed an increase. With that, the Asian subgroup only showed a 1.0% increase and that was in mathematics. They saw a decrease in ELA of 10.38%. Our African American students had a decrease of 18.27% in ELA and 2% in mathematics. Our Hispanic students saw the largest decrease of 28% in ELA. They had a smaller decrease of 4.49$ in mathematics. For our White subgroup, we had fewer than 11 student scores recorded, so no results were given for math or ELA.

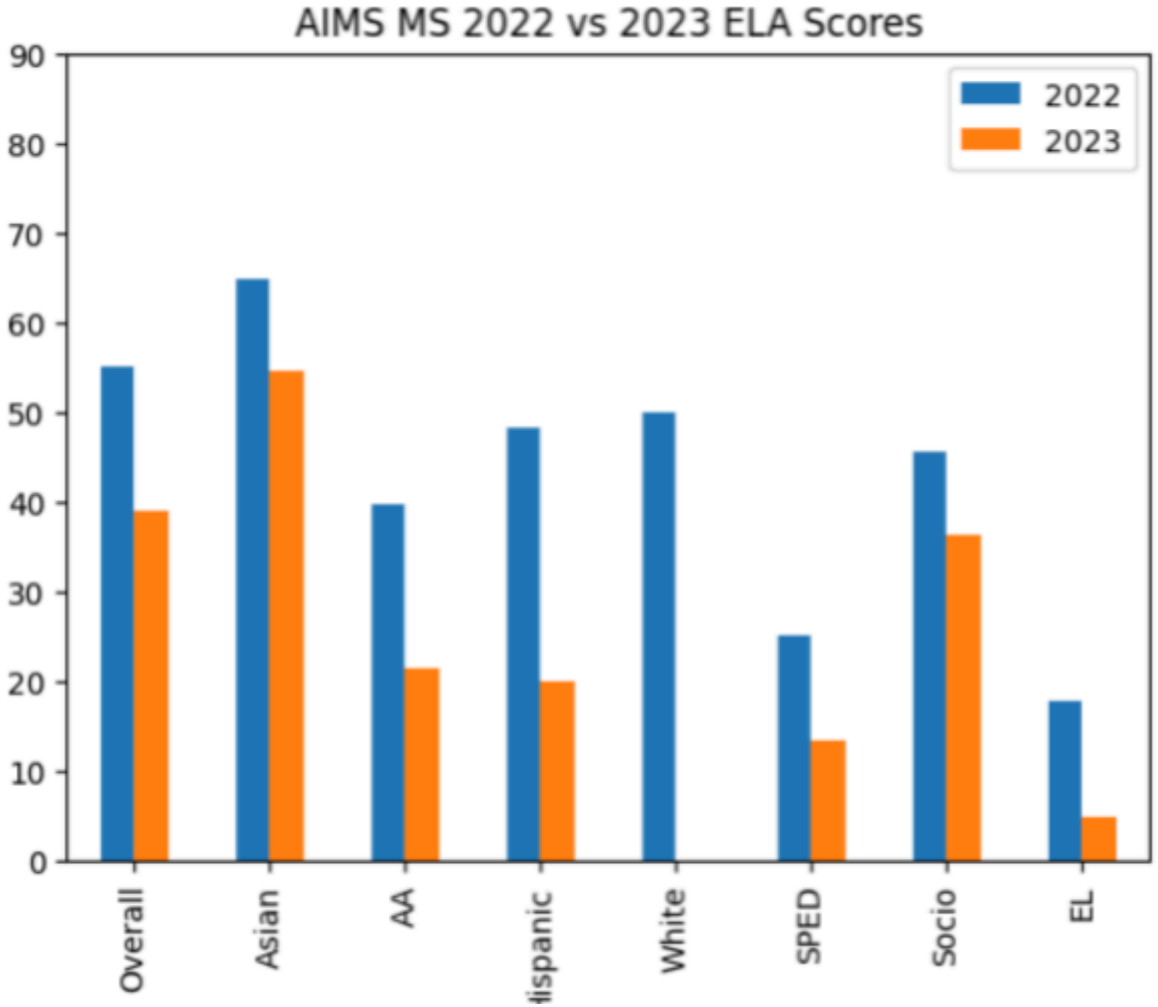
Our SPED ELA proficiency went down by 11.67% while the SPED math proficiency wasn't able to be recorded with fewer than 11 students taking the test. For our socioeconomically disadvantaged students, we saw decreases of 9.44% and 1.47% in ELA and mathematics. Our English Language Learner population also suffered a decrease of 12.99% and 7.17% in ELA and mathematics.

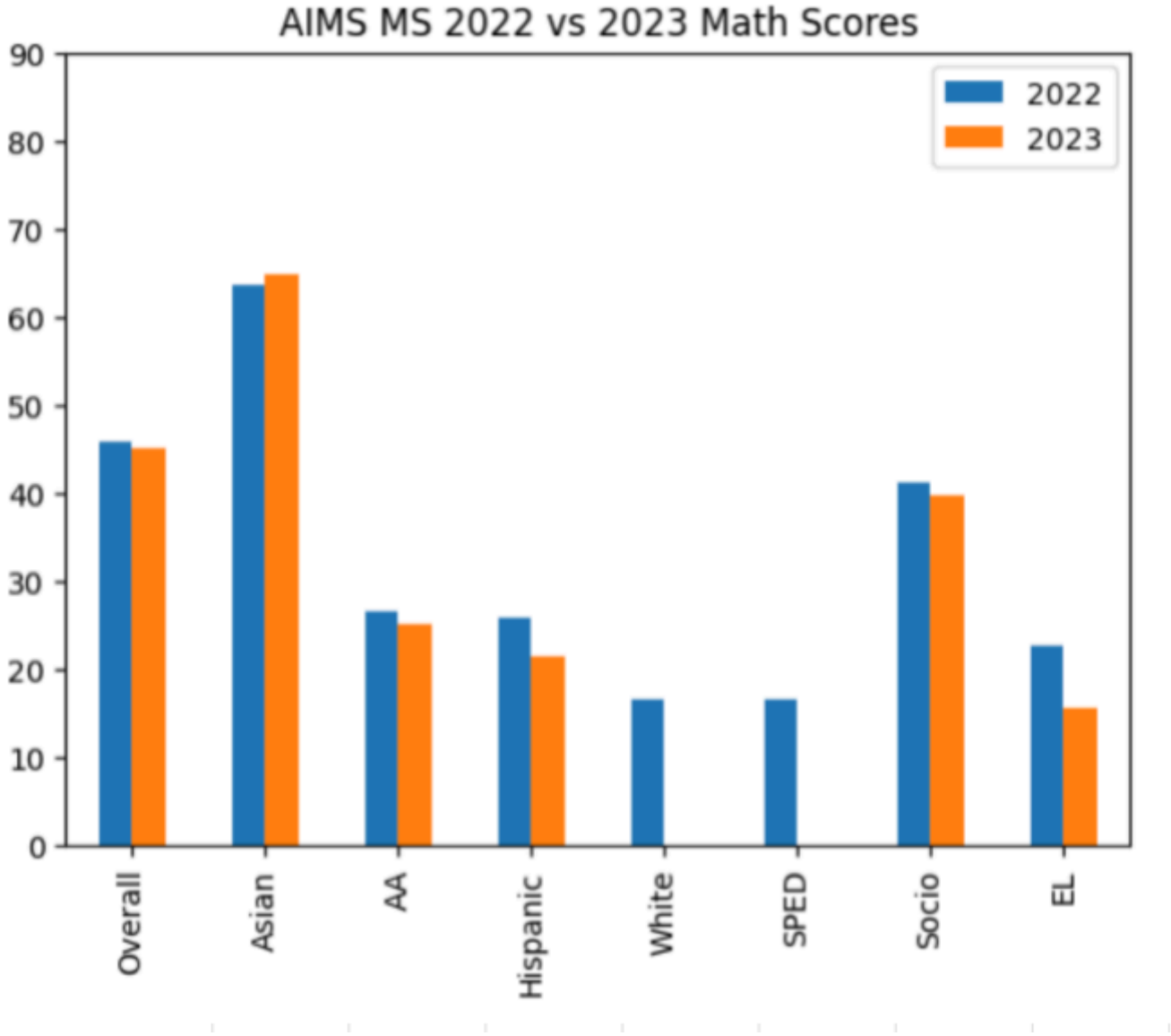
These significant decreases can be attributed to teacher turnover, having a high amount of substitutes in each class that were not long term, as well as administration turnover.

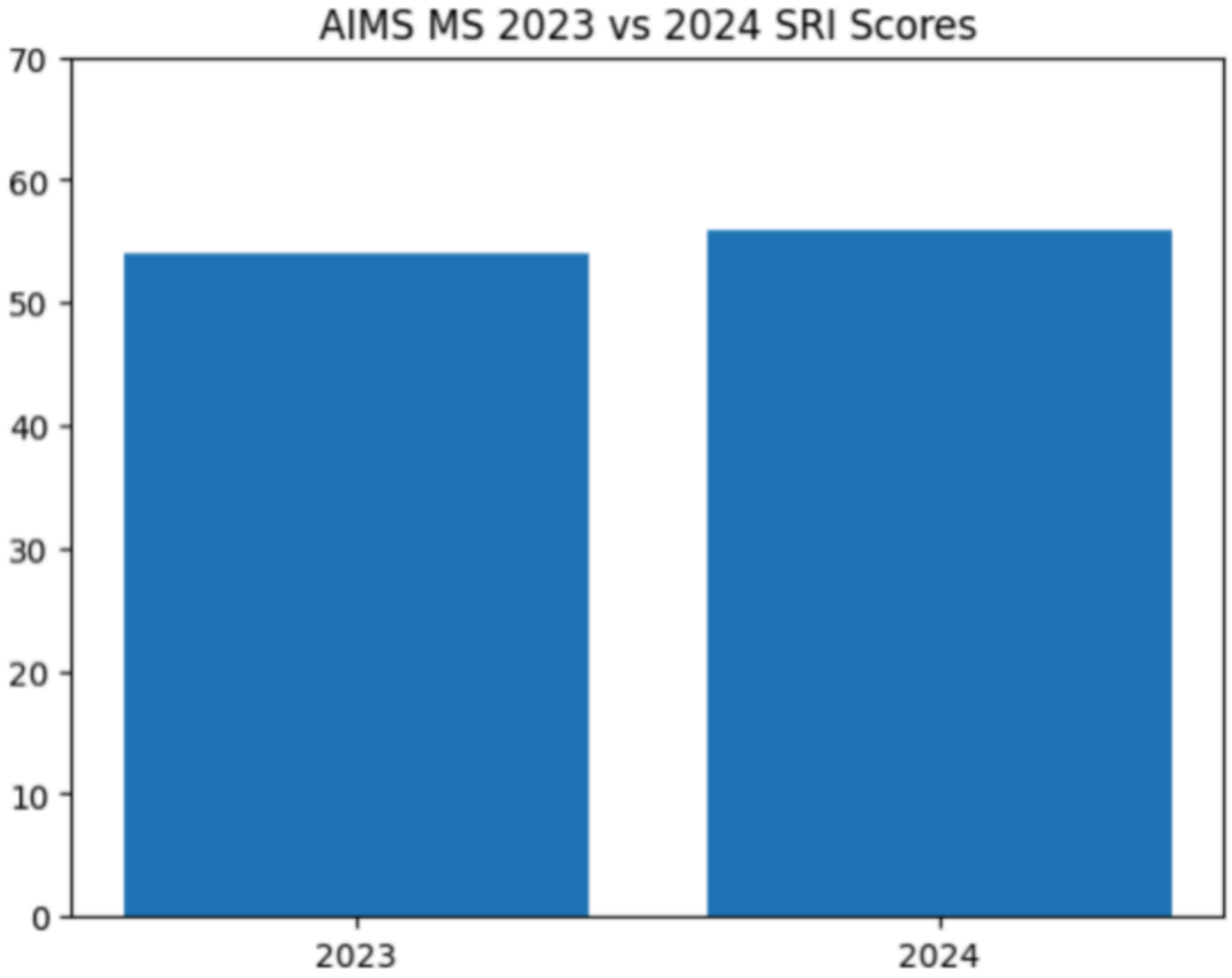
Image 1: 2021-2022 vs 2022-2023 CAASPP ELA Scores

Image 2: 2021-2022 vs 2022-2023 CAASPP Mathematics Scores

Image 3: 2022-2023 vs 2023-2024 Scholastic Reading Inventory Scores


AIMS MS 2022 vs 2023 ELA Scores
2022
2023
90
80
70
60
50
40
30
20
10
0
Overall
Asian
AA
Hispanic
White
SPED
Socio
EL


AIMS MS 2022 vs 2023 Math Scores
2022
2023
90
80
70
60
50
40
30
20
10
0
Overall
Asian
AA
Hispanic
White
SPED
Socio
EL


AIMS MS 2023 vs 2024 SRI Scores
70
60
50
40
30
20
10
0
2023
2024

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board.	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2024, there was amid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year.
Teachers, administrators, and other school personnel	In spring 2024, the school consulted with teachers and staff during the School Site Council to collect input for the development of the new 3-year LCAP. Every week we provide teachers with professional development and engage them in discussions ranging from instruction to student data to collecting feedback on school programs and plans.
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2024, the school consulted with parents during the School Site Council to collect input for the development of the new 3-year LCAP, as well as the English Learner Parent Advisory Committee, and via a survey on the school's overall performance, activities, and programs, which informed the final version of the LCAP
Students	In spring 2024, the school consulted with students during a the School Site Council to collect input for the development of the LCAP.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from partners is gathered through surveys, meetings, focus groups and participation in groups such as the School Site Council, Student Government Association, AIMS Parents United. Their input is analyzed to identify common themes, prioritize needs, and to

determine which initiatives align with district goals. The adopted LCAP reflects a consensus-driven approach that balances input with educational needs.

Students provide valuable insight into their educational experiences, including what programs and support systems are most effective for their learning. Their feedback leads to initiatives that prioritize student well-being, academic support, extra curricular activities and other aspects directly impacting their education. Pan SGA works directly with the student body, supports teachers and informs the Superintendent. Students are members of the School Site Council that meets regularly to facilitate shared decision-making among stakeholders and is composed of parents, community members, teachers, administrators and students.

Parents offer perspectives on their children's educational needs, concerns about the school and expectations for academic and personal growth. Their feedback shapes priorities related to family engagement, strategies between school and home and resources that support diverse student needs. Parents are recruited regularly to join the AIMS Parent Group that supports and volunteers in various capacities throughout the school year. They participate in and engage directly with the school community and local authorizers.

Teachers provide insight into curriculum effectiveness, instructional strategies, professional development needs and support services for students. Their feedback guides decisions on professional learning opportunities, classroom resources, and interventions tailored to improve teaching quality and student outcomes. Teachers (including T's and IA's) are members of the School Site Council that meets regularly to facilitate shared decision-making among stakeholders and is composed of parents, community members, teachers, administrators and students.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
[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).**	Broad

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric 1]	Student access to instructional materials and supplies	100% of students have access to board adopted materials and instructional supplies	[Insert outcome here]	[Insert outcome here]	100% of students have access to board adopted materials and instructional supplies	[Insert current difference from baseline here]

[Metric # 2]	California Assessment of Student Performance and Progress - English Language Arts	40% of all students will reach proficiency in English Language Arts 55% of our Asian population will reach proficiency in English Language Arts 22% of our African American population will reach proficiency in English Language Arts 20% of our Latinx population will reach proficiency in English Language Arts 15% of our SPED population will reach proficiency in ELA 10% of our English Language Learner population will reach proficiency in English Language Arts	[Insert outcome here]	[Insert outcome here]	55% of all students will reach proficiency in English Language Arts 60% of our Asian population will reach proficiency in English Language Arts 40% of our African American population will reach proficiency in English Language Arts 40% of our Latinx population will reach proficiency in English Language Arts 40% of our SPED population will reach proficiency in ELA 40% of our English Language Learner population will reach proficiency in English Language Arts	[Insert current difference from baseline here]

[Metric # 3]	California Assessment of Student Performance and Progress - Mathematics	45% of all students will reach proficiency in mathematics 65% of our Asian population will reach proficiency in mathematics 25% of our African American population will reach proficiency in mathematics 22% of our Latinx population will reach proficiency in mathematics 14% of our SPED population will reach proficiency in mathematics 16% of our English Language Learner population will reach proficiency in mathematics	[Insert outcome here]	[Insert outcome here]	55% of all students will reach proficiency in mathematics 67% of our Asian population will reach proficiency in mathematics 35% of our African American population will reach proficiency in mathematics 35% of our Latinx population will reach proficiency in mathematics 35% of our SPED population will reach proficiency in mathematics 35% of our English Language Learner population will reach proficiency in mathematics	[Insert current difference from baseline here]
[Metric # 4]	California Assessment of Student Performance and Progress Science	12% of all students will reach proficiency in science			15% of all students will reach proficiency in science	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Approved curriculum (textbooks, online learning platforms)	Approved curriculum - will ensure that students have access to appropriate curriculum.	$22,217	[Yes/No]
1.2	Supplemental Curriculum, Online Learning Platforms	Supplement curriculum Approved online learning programs to supplement learning and promote student success	$4,735	[Yes/No]
1.3	Instructional Materials/Supplies	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, class materials, supplies, science lab, and other instructional materials. Classroom Supplies and materials Science Materials (Lab supplies/ perishable items based on labs)	$8,000	[Yes/No]
1.4	Testing Supplies and Fees	Testing supplies to enhance and support SBAC/CAASPP preparations. [$6460 - LREBG], [$3240 - LCFF]	$9,700	[Yes/No]

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
[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.**	Broad

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AIMS caters to the holistic needs of students by fully-funding all relevant and necessary instructional materials for students, school uniforms, and supplemental resources. Together, these two elements will help students, teachers, staff, and administrators thrive. We make sure to

screen potential candidates and hire only those who are qualified to teach in an AIMS classroom. Our teachers go through weeks of professional development during the school year to ensure they are teaching up to our high standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 24/25	Year 2 Outcome 25/26	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Appropriately credentialed and assigned teachers	73.34% CalSAAS 2022-2023 Summary	[Insert outcome/ here]	[Insert outcome here]	75% Appropriately credentialed and assigned teachers	[Insert current difference from baseline here]
Metric 2	Teacher misassignment	26.66% CalSAAS 2022-2023 Summary	[Insert outcome here]	[Insert outcome here]	25% Teacher misassignment	[Insert current difference from baseline here]
Metric 3	Percent of teachers who participate in professional development and rate the training as having a positive impact on instructional practice	50% Percent of teachers who participate in professional development and rate the training as having a positive impact on instructional practice	[Insert outcome here]	[Insert outcome here]	85% Percent of teachers who participate in professional development and rate the training as having a positive impact on instructional practice	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Administrative Staff	Head of Academics (UPC: HOD0001) Director of Schools (UPC: DROS0001) Dean of Students (UPC: DOS0001)	$123,504	No
2.2	Teachers	Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using AIMS practices and data driven strategies. Teacher UPC: MIDTCH0001, MIDTCH0002, MIDTCH0004, MIDTCH0019, PETCH0001 PETCH0002, MIDTCH0006, MIDTCH0007, MIDTCH0009, MIDTCH0011, MIDTCH0012	$690,257	No

2.3	Teacher Assistants	Teacher Assistants - will support the teachers during instructional time. They will also promote a positive, proactive, professional, and efficient environment. Teacher Assistant UPC: TCHAST0004, TCHAST0003	$75,777	Yes
2.4	Instructional Aide	Instructional Aids will provide regular and equitable instructional "push-in" and "pull-out" support to students.They will also provide and promote a positive, proactive, professional, and efficient environment. Instructional Aide UPC: IA0001	$24,383.49	Yes
2.5	Professional Development for Staff	Ongoing professional development and learning opportunities and resources for teachers will enhance their skills to improve student outcomes. [LREBG]	$36,000	Yes
2.6	Instructional Coach	Provides coaching, modeling instruction, lesson design, instructional delivery and assessment related to English language arts, English language development, social studies, science and math.	$13,218	
2.7	Teacher Supplies/Furniture	Teaching supplies classroom and to support lesson planning and classroom ecosystem to align with instruction.	$11,140	
2.8	Food and Refreshments	Food and refreshments for staff during professional development meetings to review student data, disaggregate data, strategize effective instructional implementation.	$1,000	
2.9	College Bound Kids Coordinator and Program	College bound kids will provide youth with the guidance, support and encouragement to attain college goals.	$9,979	
2.10	Substitutes	Substitute teachers will also provide temporary classroom coverage for absent teachers.	$165,000	
2.11	Teacher Induction Support	The school will continue to provide an Induction Program for beginning teachers and interns.	$9,565.00	
2.12	Teacher Intern Support	The school will continue to provide an intern support program	$4,000.00	

2.13	Instructor Permit Fees	The school will pay for instructor fees with California Teaching Credential (30-day permit, STSP, PIP)	$800.00	
2.14	Saturday Academic School / Saturday Intervention	Saturday Academic School offers extra assistance with fundamental curriculum subjects [LREBG]	$13,068	
2.15	Summer School, Intercession (Winter, Spring)	AIMS will provide enrichment programming and academic intervention and support during planned school breaks as well as before and after school for expanded learning opportunities. [LREBG]	$13,303	
2.16	Supports for Students with Disabilities	Materials, supplies and/or Personnel to support special education program and students	$18,039	

Insert or delete rows, as necessary.

Goal 3

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

AIMS is a heavily data-based educational program. We have our own data department which is responsible for producing the data, sharing it with teachers, and training teachers on how to use data. We developed this goal because we want to ensure that all of our teachers are comfortable and knowledgeable when looking at data and planning for their students' success in the classroom. We believe that data-driven instruction is the most effective way to deliver top-notch lessons to students each day. Our goal is to make sure that teachers can look at the data and make informed decisions that have the greatest impact on learning and performance. Teachers will need to know how to look at the data, analyze it, and then plan using it. So this goal was created to help with that task.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Formative Assessment Math -NWEA (MAP)	Proficiency	No baseline data available (This data has not been previously collected.)	[Insert outcome here]	[Insert outcome here]	55% Proficiency for All Students	[Insert current difference baseline here]
Formative Assessment ELA -NWEA (MAP)	Proficiency	No baseline data available (This data has not been previously collected.)	[Insert outcome here]	[Insert outcome here]	55% Proficiency for All Students	[Insert current difference baseline here]
Unified Insights	50% Usage	50% of teachers have used Unified Insights to look at student data	[Insert outcome here]	[Insert outcome here]	60% of teachers have used Unified Insights to look at student data	[Insert current difference baseline here]
NWEA	N/A this will be a new program for 2024-2025	No baseline data available (This data has not been previously collected.)	[Insert outcome here]	[Insert outcome here]	86% of students will be tested using NWEA benchmark assessments	[Insert current difference baseline here]
Illuminate	80% usage	80% of students will be tested using Illuminate benchmark assessments	[Insert outcome here]	[Insert outcome here]	86% of students will be tested using Illuminate Benchmark assessments	[Insert current difference baseline here]
RespondEDU	10% of teachers used RespondEDU	No baseline data available (This data has not been previously collected.)	[Insert outcome here]	[Insert outcome here]	60% of teachers will use RESPOND EDU to create their lesson plans	[Insert current difference baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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

Actions

Action # 3	Title	Description	Total Funds	Contributing
3.1	Unified Insights	AIMS will contract with a third-party entity to to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements	$1,798	[Yes/No]
3.2	NWEA	NWEA is a benchmark assessment program recognized by the state of California. Students will be given 3 summative benchmarks per year. The program produces growth charts and data each quarter.	$3,835	[Yes/No]
3.3	Illuminate	Illuminate is a standards-based assessment program. It allows us to create local assessments based on the pacing guides of the district	$2,265	[Yes/No]
3.4	Respond Edu	Respond EDU is a standards-based lesson plan creation system that uses AI technology to help teachers execute the full lesson plan cycle	$10,518	
3.5	Academic Counselors	Academic counselor will update grading system support UPC: ACOUNS0001, ACOUNS0002	$21,384	

Insert or delete rows, as necessary.

Goal 4

Goal #	Description	Type of Goal
[Goal # 4]	**School Culture and Climate: A clean, safe and positive environment that's based upon the principles of family and community, with increased parent engagement.**	Broad

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To provide students and families with appropriate health services interventions to be healthy and be able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students. COVID-19 has reminded us that the holistic needs of students (particularly mental health) must be taken into account in order to facilitate student and community success. Our goal is to provide a positive, safe, and comfortable environment where students and teachers only need to worry about teaching and learning. We also want to focus on positive interactions with staff and students. We want to teach students how to learn from their mistakes, interact with their peers, and build trust within the school community.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	School Survey - Question regarding Safety	Student Response : 43% Family Response: 79% strongly agree or agree Source California Health Kids Survey (CHKS) & California School Parent Survey (CSPS)	[Insert outcome here]	[Insert outcome here]	Student Response : 80% Family Response: 95% strongly agree or agree Source California Health Kids Survey (CHKS) & California School Parent Survey (CSPS)	[Insert current difference from baseline here]

Metric 2	School Survey - Question regarding High Expectations	Student Response : 78% Family Response: 89% strongly agree or agree Source California Health Kids Survey (CHKS) & California School Parent Survey (CSPS)	[Insert outcome here]	[Insert outcome here]	Family Response: 95% strongly agree or agree Source California School Parent Survey (CSPS)	[Insert current difference from baseline here]
Metric 3	Student Survey Student - Caring Relationships	Student Survey Response: 60%	[Insert outcome here]	[Insert outcome here]	Student Survey Response: 80%	[Insert current difference from baseline here]
Metric 4	Percent of students in grade 6-8, receiving social emotional counseling, who reported an increased sense of connection and belonging.	55% Percent of students in grade 6-8, receiving social emotional counseling, who reported an increased sense of connection and belonging.	[Insert outcome here]	[Insert outcome here]	65% Percent of students in grade 6-8, receiving social emotional counseling, who reported an increased sense of connection and belonging	[Insert current difference from baseline here]
Metric 5	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. The facility received Good rating on the Facilities Inspection Tool	[Insert outcome here]	[Insert outcome here]	School facility will be maintained and in good repair. The facility will receive Good rating on the Facilities Inspection Tool (FIT)	[Insert current difference from baseline here]
Metric 6	After school program participation	50 Students will participate in afterschool program	[Insert outcome here]	[Insert outcome here]	80 Students will participate in the afterschool program	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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

Actions

Action # 4	Title	Description	Total Funds	Contributing
[Action # 4.1]	Supporting Administrative Staff	Admin Assistant and clerk will support with day to day activities and ensure a positive environment (UPC: Admin Asst - ADMIN0002 FTE: 1, Clerk II - CLKII0001 FTE .52]	$68,849	Yes

[Action # 4.2]	Community Liaison and Parent Engagement	The AIMS Community Liaison helps lead the Family Advisory Council (FAC) and provides wrap-around support, voices, and engagement activities for all families. Community Liaison also supports homeless and foster youth students Parent engagement such as Back to School Night, Open House, Town Hall Meetings.	$ 24,799	Yes
[Action # 4.3]	Health Coordinator & Health supplies	Health Coordinator will help to provide basic assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement. UPC: HLTCO0001 (LREBG)	$22,177	Yes
[Action # 4.4]	AIMS Athletic Department and Clubs (LCFF)	The purpose of the AIMS Athletic Department is to aid in the academic, emotional, mental, and physical development of our scholar-athletes through the promotion of teamwork, leadership, sportsmanship, and organized athletic competition. Athletic Director, Assistant Athletic Director, Coach, Assistant Coach, entry fees, insurance, snacks, transportation, uniform, banquet	$58,586	Yes
[Action # 4.5]	ParentSquare (LCFF)	ParentSquare is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. Parent Square also delivers secure documents and provides translation support in Chinese and Spanish languages.	$1,350	Yes
[Action # 4.6]	PowerSchool (SIS)	PowerSchool is the Student Information System that is used to keep track of attendance, gradebook and student demographic information.	$3,665	
[Action # 4.7]	Oakland Enrolls / Avela	AIMS has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable.	$14,070	
[Action # 4.8]	Public Transportation Support to Vulnerable Student Populations (LCFF)	AIMS will provide support to its most vulnerable student populations (low-income, homeless, foster care, etc.) by providing public transportation passes (clipper cards).	No Cost	

[Action # 4.9]	Technology Services, Inventory Software and helpdesk	Technology service temp support to assist with updating inventory. Funds will be used to purchase inventory software and create a help desk to assist with computer/chromebook issues.	$2978	
[Action # 4.10]	Campus Security / Bell System Enhancements (LCFF)	AIMS will commit to additional campus security enhancements, including the installation of additional security cameras and software, and enhancements to our digital bell system. AIMS will also commit to an orderly pick up and dismissal system. AIMS will be in compliance with school safety procedures and will carry out monthly drills.	$6,685	
[Action # 4.11]	Experiential Learning / Field Trip Opportunities	AIMS will commit funding to permit students to engage in educational and end of year field trips.	$1000	
[Action # 4.12]	After School & Enrichment/Extracurricular Programs	AIMS will hold afterschool programs to promote student engagement.	$203,279	
[Action # 4.13]	Teacher Appreciation	Different events and activities to show educator appreciation	$1000	
[Action # 4.14]	Student Government Association	SGA The AIMS Student Government Association will provide opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment.	$1000	
[Action # 4.15]	Yearbook	AIMS will commit funding to the printing and distribution of The Yearbook, a student yearbook production.	$1000	
[Action # 4.16]	No Bullying Schools Campaign	Restorative practices: assemblies and workshops	$1000	
[Action # 4.17]	Student Uniforms	Navy Blue and White Polos, Sweaters, PE shirts and sweatpants, and other items needed to ensure that students are following the uniform dress code.	$18,500	
[Action # 4.18]	Student Events	AIMS will have student events such as graduation, orientations, honor roll assemblies with incentives to promote positive school culture	$1000	
[Action # 4.19]	Educational Stakeholders Surveys	Surveys from CalSCHLS Student Survey Teacher surveys California School Staff Survey (CSSS) Parent Survey	$1000	

[Action # 4.20]	PBIS Incentives, Rewards and Events	AIMS will continue to implement Positive Behavior Intervention Support (PBIS) programs and incentives to provide access to social/emotional curriculum, encourage positive behavior through student rewards. Together, with restorative justice practices, and curriculum, PBIS will help increase student attendance, maintain a low suspension rate, and promote a safe and positive learning environment.	$1000	
[Action # 4.21]	GoGuardian	GoGuardian empowers staff with effective tools to create safe and engaging learning for every student. From digital guardrails to student safety support, we'll help you lay the foundation for learning to thrive.	$2,030	
[Action # 4.22]	Vision to Learn MOU	Provide vision screening, eye examinations and glasses for students who need glasses	$10,202	
4.23	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. Safety trainings and drills will be conducted for students and staff.	$77,850	

Insert or delete rows, as necessary.

Goal 5

Goal #	Description	Type of Goal
[Goal #5]	**By the end of the 2024-2025 School Year, English learner (EL) students in grades 6–8 will:** **» Receive integrated ELD instruction based on Guided Language Acquisition Design at least 50% of their class time as measured by teacher observations** **» 60% of these students will Increase proficiency in English by one level or more as measured by Summative ELPAC results** **» 40% or more of these students will be reclassified as Fluent English Proficient** **» 20% of these students will be meeting or exceeding standards in ELA**	Focus

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our LEA has developed an observable teaching goal in recognition that a prerequisite to increasing student learning outcomes is improving teaching performance. The remaining goals are based on state-assessed growth in English proficiency. We are focusing on improving teaching performance, specifically the use of research-based language acquisition strategies (GLAD), by a substantial amount. Measurable student outcome goals are more conservative in recognition that the effects of improved teaching performance will show up over an extended time period.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	30% of observed teaching time with GLAD strategies	GLAD use observed 30% of teaching time	[Insert outcome here]	[Insert outcome here]	GLAD use observed 50% of teaching time	50%
Metric 2	English Learners making annual growth as measured by ELPAC annual growth data	41% of English Language Learners made at least one level progress based on ELPAC data	[Insert outcome here]	[Insert outcome here]	60% of English Language Learners made at least one level progress based on ELPAC data	19%
Metric 3	Rate of reclassification	30% of English Language Learners were reclassified in 2024	[Insert outcome here]	[Insert outcome here]	40% of English Language Learners will be reclassified as Fluent	10%
Metric 4	% meeting or exceeding ELA standards	10% of English Language Learners met or exceeded ELA standards	[Insert outcome here]	[Insert outcome here]	20% of English Language Learners in grades 3–8 will be meeting or exceeding standards in ELA	10%

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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

Actions

Action # 5	Title	Description	Total Funds	Contributing
5.1	ELD Coordinator	ELD Coordinator/Manager will organize on-going training in GLAD strategies for teachers and provide demo lessons and one-on-one support, in collaboration with the Instructional Coach. ELD Coordinator/Manager will also meet with Directors who conduct teacher observations in order to track the percentage of time GLAD strategies are used during observations.	$13,443	Yes
5.2	ELD Teacher	ELD Teacher will provide regular, targeted instructional support to small intervention groups (of ELPAC level 1 and 2 EL students) and supplementary language curriculum support to level 3 students. ELD Coordinator will support ELD teacher with lesson planning to embed and implement ELD standards.	$18,004	Yes
5.3	ELPAC Testing Expense	ELD Coordinator/Manager will create testing info cards, signage, review materials and other resources to improve testing process	$345	Yes
5.4	ELD Software and Licensing	ELD Coordinator/Manager will maintain software licenses and devices for language-learning technology such as Rosetta Stone and ELD iPads	$1,537	Yes

Insert or delete rows, as necessary.

Goal 6

Goal # 6	Description	Type of Goal
[Goal #6]	**Chronic Absenteeism: Within three years, the district will reduce rates of chronic absenteeism and suspension by implementing actions that promote relationships and student connectedness.**	Broad

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

California School Dashboard (Dashboard) and local data indicate that low-income students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students. Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism and suspension rates that include approaches to support student engagement. Furthermore, student survey data indicates that 2% of low-income students in middle and high school participate in student clubs or leadership groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Chronic Absenteeism Rate	24.7% Chronically Absent - Schoolwide AA: 30.9% A: 8.3% EL: 20.7 SED:22.2% H: 33.3% SWD: 31.8% MR: 54.5%	[Insert outcome here]	[Insert outcome here]	15% Chronically Absent - Schoolwide AA: 25% A: 6% EL: 15% SED:15% H: 25% SWD: 20% MR: 30%	[Insert current difference from baseline here]
Metric 2	Attendance Rate	94.86% ADA	[Insert outcome here]	[Insert outcome here]	ADA 95.5%	[Insert current difference from baseline here]
Metric 3	Suspension Rate	School Wide Suspension Rate 2%	[Insert outcome here]	[Insert outcome here]	School Wide Suspension Rate 2%	[Insert current difference from baseline here]
Metric 4	Percent of students receiving detention	35% of students will be given detention	[Insert outcome here]	[Insert outcome here]	30% of students will be given detention	[Insert current difference from baseline here]
Metric 5	Percent of Students Participating in a Student Club or Leadership Group	10% of students will participate in a Student Club or Leadership Group	[Insert outcome here]	[Insert outcome here]	20% of students will participate in a Student Club or Leadership Group	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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

Actions

Action # 6	Title	Description	Total Funds	Contributing
[Action # 6.1]	Attendance incentives & rewards	To address CA Dashboard data on chronic absenteeism: African American, English Learners, Hispanic, Socioeconomically disadvantaged, and students with disabilities. AIMS will celebrate attendance, incentives and rewards to decrease chronic absenteeism and promote student engagement.	$1000	[Yes/No]
[Action # 6.2]	Monthly attendance celebrations	To celebrate attendance, AIMS will hold monthly attendance events and celebrations to recognize students' attendance.	$1000	[Yes/No]
[Action # 6.3]	Campus Supervisor	Will ensure that the campus is safe. Will also work with site leadership to re-engage students that are chronically absent - UPC: CAMP0002 FTE 0.51	$26,267.94	[Yes/No]
[Action # 6.4]	Student Events for perfect attendance	Student Events for perfect attendance	$1000	
[Action # 6.5]	Student Events Coordinator	The Student Activity Coordinator will maintain school events. UPC: STACT0001	$10,734.59	
[Action # 6.6]	SEL Curriculum & Professional Development	Estimates based on CS. CharacterStrong will support school culture and climate, "The aim of education is to help young people be successful in their lives. Success can include metrics like academic growth, college & career readiness, and overall life satisfaction. In the pursuit of achieving these goals, there are 3 outcomes that serve as the foundation upon which student success is built" - CharacterStrong	$7,000	
[Action # 6.7]	SEL Counselor	Socioemotional Counselor provides mild to moderate socioemotional guidance, counseling, and support to help promote the holistic well-being of students - particularly with extra care towards student mental health. UPC: COUNS0001	$18,448	

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$[Insert dollar amount here]	$[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	0%	$0	[Insert percentage here]%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 - Actions 1.1-1.4	Ensure all subgroups have the curriculum and supplies needed to engage in learning	Most of our students fall under the unduplicated subgroup, and the actions address access to curriculum and supplemental curriculum bridging the learning gap, classroom materials and supplies and testing materials	Approved curriculum, CAASPP, Classroom supplies/ science materials, testing supplies and fees

Goal 2 - Actions 2.1 - 2.17	Ensuring students have properly credentialed teachers/ teachers have tools to properly administer instruction	Adequate and properly credentialed campus supports for unduplicated and underserved student groups encompass a comprehensive approach. This includes ensuring all administrative staff, teachers, teacher assistants, intervention aides, instructional coaches, college and career coordinators, substitutes, and support personnel such as induction/inter/permit support are fully staffed and trained. Additionally, provisions for Saturday academic intervention, winter intersession/summer school opportunities, professional development, and sufficient SPED supplies and personnel are essential to meet the diverse needs of these student groups effectively.	The metrics to monitor effectiveness can be achieved by ensuring teachers are appropriately credentialed and assigned, minimizing teacher mis-assignments, and increasing the percentage of teachers participating in professional development that they find positively impacts their instructional practices.
Goal 3 - Actions 3.1 - 3.5	AIMS utilizes data-based educational programs to analyze and assess verifiable data and trains teachers on how to use data to inform instructional practices.	We believe that data-driven instruction is the most effective way to deliver top-notch lessons to students each day. Our goal is to make sure that teachers can look at the data and make informed decisions that have the greatest impact on learning and performance. Teachers will need to know how to look at the data, analyze it, and then plan using it.	Formative assessments in Math and ELA to gauge student proficiency, Unified Insight for school wide data collection and to identify trends, NWEA Benchmark assessments, Illuminate Benchmarks, and Respond EDU used by teachers to create lesson plans and academic counselors.

Goal 4 - Actions 4.1 - 4.22	Fostering a positive school culture and climate for students involves prioritizing their voice and choice through community liaison efforts and engaging parents actively. This includes ensuring access to appropriate health services and interventions, offering sports and clubs to promote teamwork, leadership, and sportsmanship, and effectively communicating with families in their preferred languages to enhance inclusivity.	The initial points of contact for parents upon entering the building oversee community engagement and parent relations. The Health Coordinator manages supplies, while the Athletic Department oversees clubs. ParentSquare facilitates communication with families, and PowerSchool provides access for parents and students. The Oakland enrolls/AVELA partnership supports families in navigating public school options, focusing on ease, efficiency, transparency, and equity. A partnership with public transportation ensures vulnerable students receive free clipper cards. SGA, PBIS Rewards, Restorative Justice Training, and after school enrichment programs promote positive behavior and interventions. Go Guardian supports staff in creating a secure digital learning environment and facilitating task-oriented activities. Vision to Learn to provide eye exams and glasses for students who need glasses.	Providing various means of stakeholder engagement through surveys (student, parent, teacher) to inform ways to positively influence school culture and climate.
Goal 6 - Actions 6.1 - 6.7	Chronic Absenteeism:The district will reduce rates of chronic absenteeism and suspension by implementing actions that promote relationships and student connectedness	California School Dashboard (Dashboard) and local data indicate that low-income students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students. Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism and suspension rates that include approaches to support student engagement	Utilizing a myriad incentives, rewards and celebrations to promote presence and campus supervisors, SEL counselors and curriculum to engage the student body.

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 5 - Actions 5.1 - 5.4	Our English Learner (EL) students are a unique and essential subgroup to be supported via participation in English Language Development (ELD) instruction using Guided Language Acquisition Design (GLAD) for at least 50% of their class time, as elated through teacher observation. We anticipate the progression of students will advance their English proficiency by one level or or, as evident by their performance on the Summative ELPAC; students who will successfully transition to Fluent English Proficiency (RFEP) status, and students who will demonstrate proficiency in meeting or exceeding grade-level standards in ELA.	To ensure that these needs are met, action items support ELD coordinator, ELD Teacher, testing expenses ad software and licenses By the conclusion of the academic year, our dedicated focus on English Learners (EL) aims to achieve significant milestones to increase participation in integrated Language Development instruction (ELD), employ GLAD instruction during classroom time with respect to ongoing teacher observation. THe goal is for 60% of EL Students to demonstrate measurable progress in their English proficiency and to reach Fluent English Proficiency at the end of the academic year.	Metrics to monitor effectiveness include observation of teaching time with GLAD strategies, measurable EL growth via annual growth data, improvement of rate of reclassification and percentage of ELs to meet and exceed ELA standards.

Insert or delete rows, as necessary.

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

Not applicable. All limited actions contributing to meeting the increased or improved services requirement are associated with an expenditure of LCFF funds

Additional Concentration Grant Funding

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

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	*Not applicable for charter schools*	*Not applicable for charter schools*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable for charter schools*	*Not applicable for charter schools*

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *o* As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

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

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services

provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-2025]

General Information

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

AIMS College Prep High School is located in the heart of Lake Merritt, Oakland. We serve 370 students. The school community prides itself on being family-oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

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

AIMS Values At AIMS we value:
Excellence - Commitment to excellence in all that we do
Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable
Empathy - Recognition of dignity and worth of every human being Family and Community -
Building of family and community
Citizenship - Social awareness and justice that leads to action
Legacy - The continued preservation and development of AIMS methodologies for 21st-century learners and educators.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on the CAASPP results, we can see a significant increase overall in both math and ELA. For ELA, there was an increase of 23.69%, and 21.58% for math, compared to the previous year. The analysis of our subgroups determined that every single subgroup increased in both math and ELA. This includes all races, SPED, socioeconomically disadvantaged, and English Language Learners. The ranges in improvement were from 5.88%-31%. Overall, the students had a proficiency of 67.03% in ELA and 58.24% in mathematics.

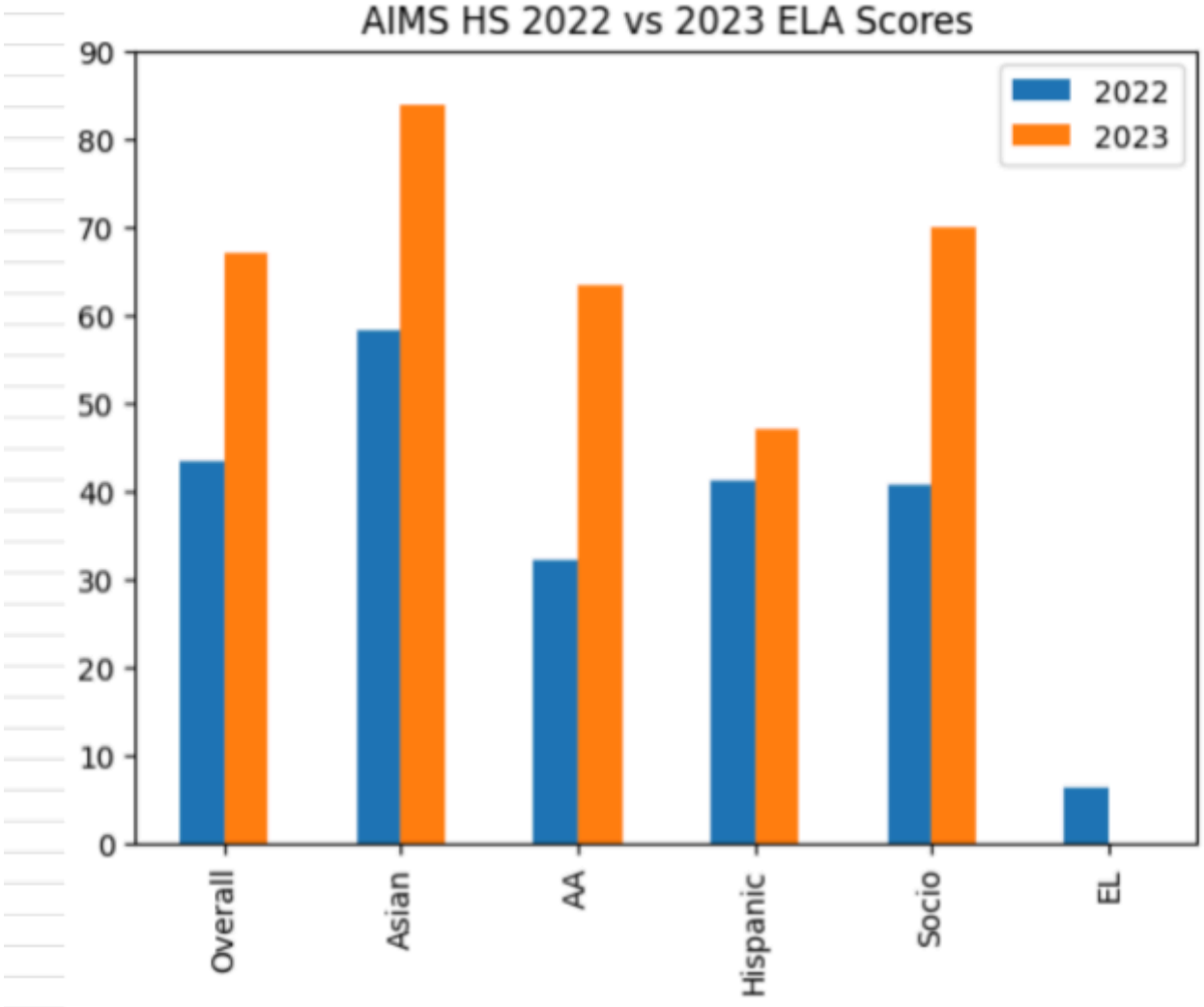
If we focus on our subgroups, all of our subgroups showed tremendous improvement in the 2022-2023 school year. Our Asian subgroup showed an increase of 25.45% for ELA and 30.86% for math. Our African American subgroup showed the largest gain with 31.08% in ELA. They also scored 17.53% higher in mathematics. Our Hispanic population scored 5.88% higher in ELA and 17.66% in math. For our SPED, English Language Learners, and White subgroups, we had fewer than 11 reported results so results were not shared. For our socioeconomically disadvantaged subgroups, we saw increases of 29.05% and 29.84% in ELA and math.

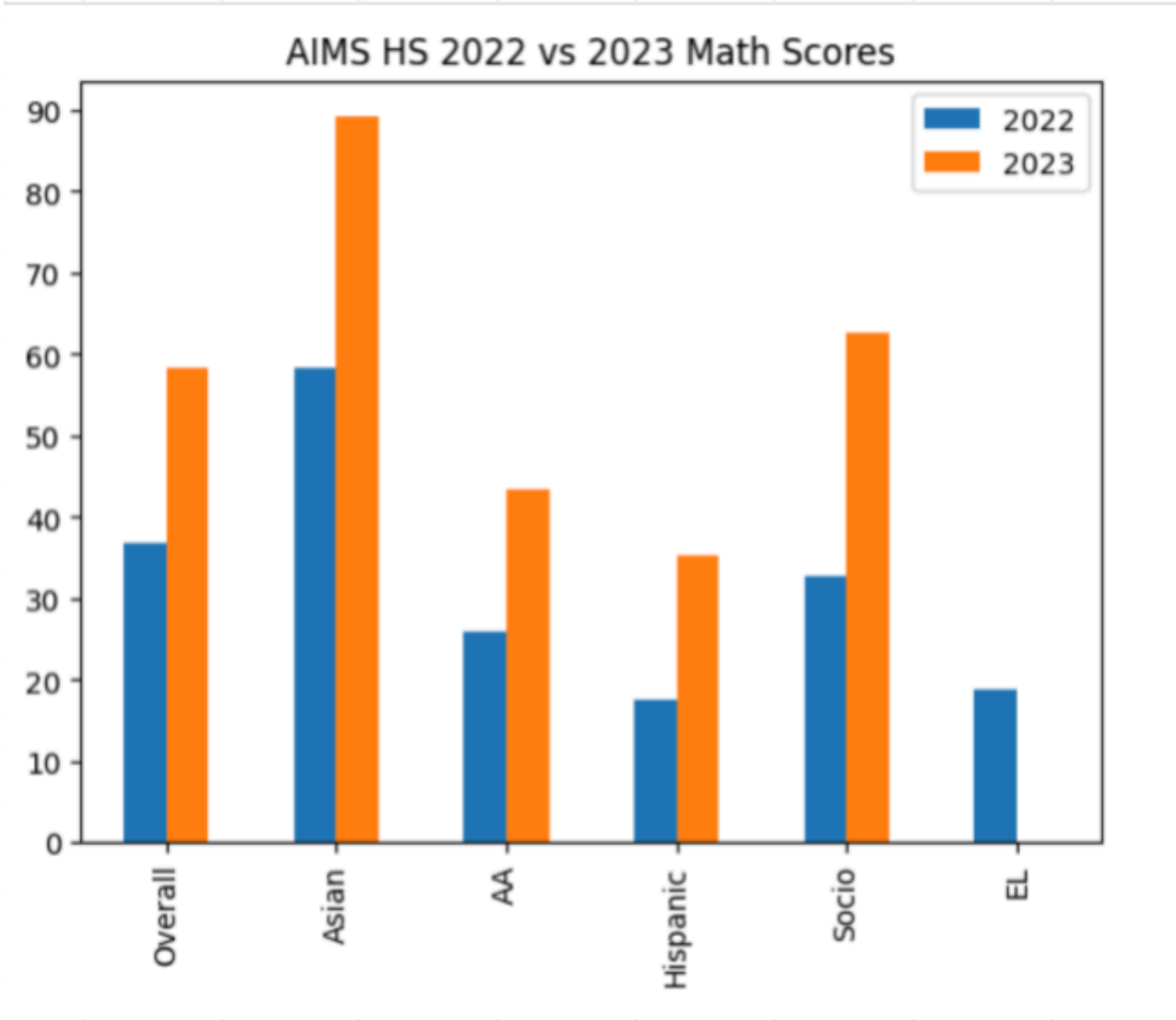
For our local measurements, we used Scholastic Reading Inventory to determine the reading levels and Lexiles of our students. Students took the benchmark every quarter. Our students saw an increase of 7%, putting them at a proficiency rate of 61%. These results were captured during the final quarter of years 2023 and 2024.

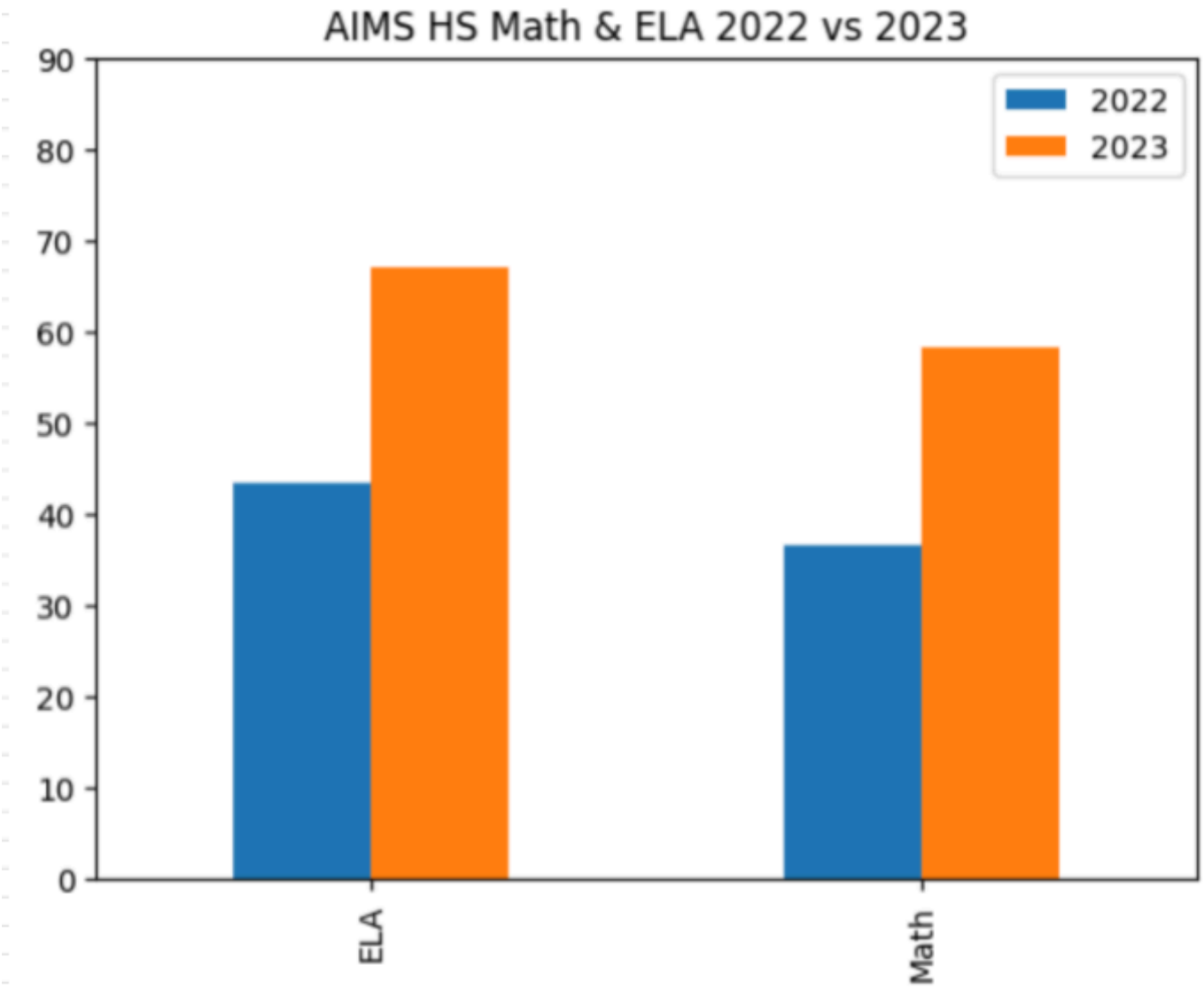
Image 1: 2021-2022 vs 2022-2023 CAASPP ELA Scores

Image 2: 2021-2022 vs 2022-2023 CAASPP Mathematics Scores

Image 3: 2022-2023 vs 2023-2024 Scholastic Reading Inventory Scores


AIMS HS 2022 vs 2023 ELA Scores
2022
2023
90
80
70
60
50
40
30
20
10
0
Overall
Asian
AA
Hispanic
Socio
EL


AIMS HS 2022 vs 2023 Math Scores
2022
2023
90
80
70
60
50
40
30
20
10
0
Overall
Asian
AA
Hispanic
Socio
EL


AIMS HS Math & ELA 2022 vs 2023
2022
2023
90
80
70
60
50
40
30
20
10
0
ELA
Math

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board.	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2024, there was amid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year.
Teachers, administrators, and other school personnel	In spring 2024, the school consulted with teachers and staff during the School Site Council to collect input for the development of the new 3-year LCAP. Every week we provide teachers with professional development and engage them in discussions ranging from instruction to student data to collecting feedback on school programs and plans.
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2024, the school consulted with parents during the School Site Council to collect input for the development of the new 3-year LCAP, as well as the English Learner Parent Advisory Committee, and via a survey on the school's overall performance, activities, and programs, which informed the final version of the LCAP
Students	In spring 2024, the school consulted with students during a the School Site Council to collect input for the development of the LCAP.
Teacher, Parent Student Surveys	Surveys were given to Teachers, Parents, and Students for them to provide feedback. Their input provided data for the development of the LCAP.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from partners is gathered through surveys, meetings, focus groups and participation in groups such as the School Site Council, Student Government Association, AIMS Parents United. Their input is analyzed to identify common themes, prioritize needs, and to determine which initiatives align with district goals. The adopted LCAP reflects a consensus-driven approach that balances input with educational needs.

Students provide valuable insight into their educational experiences, including what programs and support systems are most effective for their learning. Their feedback leads to initiatives that prioritize student well-being, academic support, extra curricular activities and other aspects directly impacting their education. Pan SGA works directly with the student body, supports teachers and informs the Superintendent. Students are members of the School Site Council that meets regularly to facilitate shared decision-making among stakeholders and is composed of parents, community members, teachers, administrators and students.

Parents offer perspectives on their children's educational needs, concerns about the school and expectations for academic and personal growth. Their feedback shapes priorities related to family engagement, strategies between school and home and resources that support diverse student needs. Parents are recruited regularly to join the AIMS Parent Group that supports and volunteers in various capacities throughout the school year. They participate in and engage directly with the school community and local authorizers.

Teachers provide insight into curriculum effectiveness, instructional strategies, professional development needs and support services for students. Their feedback guides decisions on professional learning opportunities, classroom resources, and interventions tailored to improve teaching quality and student outcomes. Teachers (including T's and IA's) are members of the School Site Council that meets regularly to facilitate shared decision-making among stakeholders and is composed of parents, community members, teachers, administrators and students.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
[Goal #]	**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).**	Broad

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	Student access to instructional materials and supplies	100% of students have access to board adopted materials and instructional supplies	[Insert outcome here]	[Insert outcome here]	100% of students have access to board adopted materials and instructional supplies	[Insert current difference from baseline here]

[Metric #2]	California Assessment of Student Performance and Progress - English Language Arts	68% of all students will reach proficiency in English Language Arts 40% of our English Language Learners will reach proficiency in English Language Arts	[Insert outcome here]	[Insert outcome here]	67% of all students will reach proficiency in English Language Arts 50% of our English Language Learners will reach proficiency in English Language Arts	[Insert current difference from baseline here]
[Metric #3]	California Assessment of Student Performance and Progress - Mathematics	60% of all students will reach proficiency in mathematics 40% of our English Language Learners will reach proficiency in mathematics	[Insert outcome here]	[Insert outcome here]	60% of all students will reach proficiency in mathematics 40% of our English Language Learners will reach proficiency in mathematics	[Insert current difference from baseline here]
[Metric #4]	California Assessment of Student Performance and Progress Science	30% of all students will reach proficiency in science	[Insert outcome here]	[Insert outcome here]	32% of all students will reach proficiency in science	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Approved curriculum (textbooks, online learning platforms)	Approved curriculum - will ensure that students have access to appropriate curriculum. Chemistry, 15th Edition - Student textbooks $17,238.25 Campbell Biology AP Edition (12th Edition) -Teacher Manual World Civilizations: The Global Experience, Since 1200 8th Edition, AP (Pearson, 2021) - Teacher Manual Exploring Environmental Science for AP (Cengage 2019) - Teacher Manual	$ 73,993.50	
1.2	Supplemental Curriculum, Online Learning Platforms	Approved online learning programs to supplement learning and promote student success Quill Writing, IXL, additional learning programs. IXL	$28,000	Yes
1.3	Instructional Materials/Supplies	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, class materials, supplies, science lab, and other instructional materials.	$60,000	
1.4	Testing Supplies and Fees	Testing supplies and fees for (CAASPP, CAST, ELPAC, AP Exams, ACT, SAT) AP Test $90,000 SAT 11 Test $2,500 SAT 12 Test $3,100 ACT 11 Test $4,100 Headsets - $2000 Calculators $3,500	$ 105,000.00	Yes

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
[Goal #]	**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.**	Broad

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Appropriately credentialed and assigned teachers	71% CalSAAS 2022-2023 Summary	[Insert outcome here]	[Insert outcome here]	75% of teachers are appropriately credentialed and assigned	[Insert current difference from baseline here]
Metric 2	Teacher misassignment	29.03% CalSAAS 2022-2023 Summary	[Insert outcome here]	[Insert outcome here]	25% of teacher misassignment	[Insert current difference from baseline here]
Metric 3	Percent of teachers who participate in professional development and rate the training as having a positive impact on instructional practice	90% of the staff will attend professional development	[Insert outcome here]	[Insert outcome here]	95% of the staff will attend professional development	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Administrative Staff	Head of Academics (UPC: HOD0003) Director of Schools (UPC: DROS0001) Dean of Students (UPC: DOS0002)	$288,252	
2.2	Teachers	Appropriately assigned, trained, and credentialed Teachers will provide high quality instruction to all students using AIMS practices and data driven strategies. HITCH0001, HITCH0002 HITCH0003, HITCH0004, HITCH0005, HITCH0006, HITCH0007, HITCH0008, HITCH0009, HITCH0012, HITCH0013, HITCH0014, HITCH0015, HITCH0016 ARTCH0002	$1,194,910	
2.3	Teacher Assistants	Teacher Assistants - will support the teachers during instructional time. They will also promote a positive, proactive, professional, and efficient environment. TCHAST0005; TCHAST0006; TCHAST0007; TCHAST0011; TCHAST0012	$366,039	Yes

2.4	Intervention Aides	Instructional Aids will provide regular and equitable instructional "push-in" and "pull-out" support to students.They will also provide and promote a positive, proactive, professional, and efficient environment. Instructional Aide UPC: IA0006 IA0005	$23,527.42	Yes
2.5	Professional Development for Staff	Ongoing professional development and learning opportunities and resources for teachers will enhance their skills to improve student outcomes. In addition, Integrated and Designated ELD PD will support general ed teachers in support of ELLs. Identified areas of development include Bloom's Taxonomy, Differentiated Instruction, Modified and Adapted Curriculum for EL and SPED students, and culturally responsive pedagogy. 7435 LRGEB $66,000	$66,000	Yes
2.6	Instructional Coach	Provides coaching, modeling instruction, lesson design, instructional delivery and assessment related to English language arts, English language development, social studies, science and math. UPC: INSTC0001	$39,036	Yes
2.7	Teacher Supplies/Furniture	Teacher supplies for the classroom and to support with lesson planning	$70,000	
2.8	Food and Refreshments	Food and resfreshments for staff during during professional development meetings to review student data, dissaggregate data, strategize effective instructional implementation	$30,000	

2.9	College Bound Kids Coordinator and Program	College bound kids will provide youth with the guidance, support and encouragement to attain college goals. College Bound Kids Program: Supplies $672 College Bound Kids Program: Non Capitalized Equipment $168 College Bound Kids Program: Travel $336 College Bound Kids Program: Professional Development $119 College Bound Kids Program: College Tours $3,400 College Apps $24,000 CBK Coordinator CBKCO0001 $72,116	$105,811	Yes
2.10	Substitute Services	Substitute teachers hired to provide temporary placement for teachers as needed.	$80,000	
2.11	Teacher Induction Support	The school will continue to provide an Induction Program for beginning teachers and interns.	$6120	Yes
2.12	Teacher Intern Support	The school will continue to provide an intern support program	$4000	Yes
2.13	Instructor Permit Fees	The school will pay for instructor fees with California Teaching Credential (30-day permit, STSP, PIP)	$800	
2.14	Saturday School	Intervention support provided on Saturdays to address learning loss, credit recovery, test prep, tutoring, additional academic support, expanded learning, or restorative justice. WININT0001; WININT0002; WININT0003; WINAID0001; WINAID0002	$31,071	Yes
2.15	Summer School, Intercession (Winter, Spring)	Intervention support provided during Summer Break, Winter Break, or Sprinig Break to address learning loss, credit recovery, test prep, tutoring, additional academic support, expanded learning, or restorative justice. SSTCH0001; SSTCH0002; SSTCH0003; SSTCH0004; SSTCH0005; SSTCH0006; SSAID0001; SSAID0002	$13,002	Yes
2.16	Supports for Students with Disabilities	Materials, supplies and/or Personnel to support special education program and students	$19,900	

Insert or delete rows, as necessary.

Goal 3

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AIMS is a heavily data-based educational program. We have our own data department which is responsible for producing the data, sharing it with teachers, and training teachers on how to use data. We developed this goal because we want to ensure that all of our teachers are comfortable and knowledgeable when looking at data and planning for their students' success in the classroom. We believe that data-driven

instruction is the most effective way to deliver top-notch lessons to students each day. Our goal is to make sure that teachers can look at the data and make informed decisions that have the greatest impact on learning and performance. Teachers will need to know how to look at the data, analyze it, and then plan using it. So this goal was created to help with that task.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Formative Assessment Math -NWEA (MAP) Proficiency	50% Proficiency 40% for English Language Learner Subgroups	[Insert outcome here]	[Insert outcome here]	55% Proficiency for All Sudents 50% for English Langauge Learner Subgroups	[Insert current difference from baseline here]
Metric 2	Formative Assessment ELA -NWEA (MAP) Proficiency	50% Proficiency 40% for English Language Learner Subgroups	[Insert outcome here]	[Insert outcome here]	55% Proficiency for All students 50% for English Langauge Learner Subgroups	[Insert current difference from baseline here]
Unified Insights	50% Usage	50% of teachers have used Unified Insights to look at student data	[Insert outcome here]	[Insert outcome here]	60% of teachers have used Unified Insights to look at student data	[Insert current difference from baseline here]
NWEA	N/A this will be a new program for 2024-2025	80% of students will be tested using NWEA benchmark assessments	[Insert outcome here]	[Insert outcome here]	86% of students will be tested using NWEA benchmark assessments	[Insert current difference from baseline here]
Illuminate	80% usage	80% of students will be tested using Illuminate benchmark assessments	[Insert outcome here]	[Insert outcome here]	86% of students will be tested using Illuminate Benchmark assessments	[Insert current difference from baseline here]
Respond EDU	10% of teachers used RespondEDU	No baseline data available (This data has not been previously collected.)	[Insert outcome here]	[Insert outcome here]	60% of teachers will use RESPOND EDU to create their lesson plans	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Unified Insights	AIMS will contract with a third-party entity to to collect, analyze, and report academic data for school improvement, monitor student student progress, analyze trends, and meet local, state, and federal reporting requirements	$3,296.00	Yes
3.2	NWEA	NWEA is a benchmark assessment program recognized by the state of California. Students will be given 3 summative benchmarks per year. The program produces growth charts and data each quarter. 7435 (LREBG)	$7,031.00	Yes
3.3	Illuminate	Illuminate is a standards-based assessment program. It allows us to create local assessments based on the pacing guides of the district 7435 (LREBG)	$4,152.00	Yes
3.4	Respond Edu	Respond EDU is a standards-based lesson plan creation system that uses AI technology to help teachers execute the full lesson plan cycle	0	
3.5	Academic Counselors	Academic counselor will update grading system support UPC: ACOUNS0002	$91,712	Yes

Insert or delete rows, as necessary.

Goal 4

Goal #	Description	Type of Goal
[Goal #]	**School Culture and Climate: A clean, safe and positive environment that's based upon the principles of family and community, with increased parent engagement.**	[Identify the type of goal here]

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To provide students and families with appropriate health services interventions to be healthy and be able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students. COVID-19 has reminded us that the holistic needs of students (particularly mental health) must be taken into account in order to facilitate student and community success. Our goal is to provide a positive, safe, and comfortable environment where students and teachers only need to worry about teaching and learning. We also want to focus on positive interactions with staff and students. We want to teach students how to learn from their mistakes, interact with their peers, and build trust within the school community.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	School Survey - Question regarding Safety	Student Response: 47.25% Family Response: 91% strongly agree or agree Source California Health Kids Survey (CHKS) & California School Parent Survey (CSPS)	[Insert outcome here]	[Insert outcome here]	Student Response: 52% Family Response: 93% strongly agree or agree Source California Health Kids Survey (CHKS) & California School Parent Survey (CSPS)	[Insert current difference from baseline here]

Metric 2	Family Survey - Question regarding High Expectations	Family Response: 76% strongly agree or agree Source California School Parent Survey (CSPS)	[Insert outcome here]	[Insert outcome here]	Family Response: 82% strongly agree or agree Source California School Parent Survey (CSPS)	[Insert current difference from baseline here]
Metric 3	Student Survey Student - Caring Relationships	Student Survey Response: 47.25% Source California Health Kids Survey (CHKS)	[Insert outcome here]	[Insert outcome here]	Student Survey Response: 65% Source California Health Kids Survey (CHKS)	[Insert current difference from baseline here]
Metric 4	Percent of students in grade 9-12, receiving social emotional counseling, who reported an increased sense of connection and belonging.	School Wide Suspension Rate 2.2%	[Insert outcome here]	[Insert outcome here]	≥ 2% School Wide Suspension rate	[Insert current difference from baseline here]
Metric 5	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 2023-2024 the facility received Good rating on the Facilities Inspection Tool	[Insert outcome here]	[Insert outcome here]	School facility will be maintained and in good repair. The facility will receive Good rating on the Facilities Inspection Tool (FIT)	[Insert current difference from baseline here]
[Metric #]	[Insert metric here]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[Insert target outcome here]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Administrative Assistant and Clerk	Supporting with the day to day operations and ensuring the positive environment. Administration Assistant (UPC: ADMIN0003) Clerk (UPC: CLERK0003)	$152,724	

4.2	Community Liason and Parent Engagement	The AIMS Community Liaison helps lead the Family Advisory Council (FAC) and provides wrap-around support, voices, and engagement activities for all families. COMLIA0001 (1900 or 5812?) Community Liason also supports homeless and foster youth students Parent engagement such as Back to School Night, Open House, Town Hall Meetings.	$49,753	Yes
4.3	Health Coordinator & Health supplies	Health Coordinator will help to provide basic assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing student's health needs, students will be supported in the learning process and poised for achievement. HLTCO0002	$103,000	Yes
4.4	AIMS Athletic Department and Clubs (LCFF)	The purpose of the AIMS Athletic Department is to aid in the academic, emotional, mental, and physical development of our scholar-athletes through the promotion of teamwork, leadership, sportsmanship, and organized athletic competition. Athletic Director, Assistant Athletic Director, Coach, Assistant Coach, entry fees, insurance, snacks, transportation, uniform, Sports banquets. 9th - 12th Sports Fall Sports: Cross Country (B/G), Volleyball (G), Soccer (B), Cheer Winter Sports: Volleyball (B), Basketball (B/G), Soccer (G), Cheer Spring Sports: Badminton	$119,516	Yes

4.5	ParentSquare (LCFF)	ParentSquare is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. Parent Square also delivers secure documents and provides translation support in Chinese and Spanish languages.	$1,190	
4.6	PowerSchool (SIS)	PowerSchool is the Student Information System that is used to keep track of attendance, gradebook and student demographic information.	$5000	
4.7	Oakland Enrolls / Avela	AIMS has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable.	13,275	
4.8	Public Transportation Support to Vulnerable Student Populations (LCFF)	AIMS will provide support to its most vulnerable student populations (low-income, homeless, foster care, etc.) by providing public transportation passes (clipper cards).	[$ 0.00]	
4.9	Technology Services, Inventory Software and helpdesk	AIMS will contract IT services to help maintain and improve our wireless and technology infrastructure.	$3799	
4.10	Campus Security / Bell System Enhancements (LCFF)	AIMS will commit to additional campus security enhancements, including the installation of additional security cameras and software, and enhancements to our digital bell system. AIMS will also commit to an orderly pick up and dismissal system. AIMS will be in compliance with school safety procedures and will carry out monthly drills.	5000	
4.11	Experiential Learning / Field Trip Opportunities	AIMS will commit funding to permit students to engage in educational and end of year field trips, senior class trip, and college tours. Senior class trip $10,000 LCFF $15,000 East coast college tours LCFF $35,000	$60,000	Yes
4.12	After School & Enrichment/Extracurricular Programs/Clubs	After School & Enrichment/Extracurricular Programs/Clubs	$30,000	Yes
4.13	Teacher Appreciation	Events and activities to show educator appreciation.	1000	

4.14	Student Government Association	SGA The AIMS Student Government Association will provide opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment. 7435 (LREBG)	$5,000	Yes
4.15	Golden Talon/Yearbook	The Golden Talon Yearbook AIMS will commit funding to the printing and distribution of The Golden Talon Yearbook, a student yearbook production.	$13,000	
4.16	No bullying School Campaign	Restorative practices: assemblies and workshops	5000	
4.17	Student Uniforms	Polos, Sweaters, PE Uniforms, and other items needed to ensure that students are following the uniform dress code.	$60,000	
4.18	Student Events	AIMS will have student events such as graduation, orientations, and honor roll assemblies with incentives to promote the school community.	$42,000	Yes
4.19	Educational Stakeholders Surveys	Surveys from CalSCHLS Student Survey Teacher surveys California School Staff Survey (CSSS) Parent Survey ($1000)	$1000	Yes
4.20	PBIS Incentives, Rewards and Events	AIMS will continue to implement Positive Behavior Intervention Support (PBIS) programs and incentives to provide access to social/emotional curriculum, encourage positive behavior through student rewards. Together, with restorative justice practices, and curriculum, PBIS will help increase student attendance, maintain a low suspension rate, and promote a safe and positive learning environment. $1000	$15,000	
4.21	GoGuardian	GoGuardian empowers staff with effective tools to create safe and engaging learning for every student. From digital guardrails to student safety support, we'll help you lay the foundation for learning to thrive.	$ 2,853.71	

4.22	Vision to Learn	Provide vision screening, eye examinations and glasses for students who need glasses. 7435 (LREBG)	$20,000	Yes
4.23	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. Safety trainings and drills will be conducted for students and staff.	$225,000	

Insert or delete rows, as necessary.

Goal 5

Goal #	Description	Type of Goal
[Goal #5]	**By the end of the 2024-2025 School Year, English learner (EL) students in grades 9-12 will:** **» Receive integrated ELD instruction based on Guided Language Acquisition Design at least 50% of their class time as measured by analysis of teacher observations** **» 50% of these students will Increase proficiency in English by one level or more as measured by Summative ELPAC results** **» 25% or more of these students will be reclassified as Fluent English Proficient** **» 50% of these students will be meeting or exceeding standards in ELA**	Focus

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our LEA has developed an observable teaching goal in recognition that a prerequisite to increasing student learning outcomes is improving teaching performance. The remaining goals are based on state-assessed growth in English proficiency. We are focusing on improving teaching performance, specifically the use of research-based language acquisition strategies (GLAD), by a substantial amount. Measurable student outcome goals are more conservative in recognition that the effects of improved teaching performance will show up over an extended time period.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	% of observed teaching time with GLAD strategies	GLAD use observed 0% of teaching time	[Insert outcome here]	[Insert outcome here]	GLAD use observed 50% of teaching time	50%
Metric 2	English Learners making annual growth as measured by ELPAC annual growth data	40% of English Language Learners made at least one level progress based on ELPAC data	[Insert outcome here]	[Insert outcome here]	50% of English Language Learners made at least one level progress based on ELPAC data	10%
Metric 3	Rate of reclassification	15% of English Language Learners were reclassified in 2024	[Insert outcome here]	[Insert outcome here]	25% or more of English Language Learners will be reclassified as Fluent	15%
Metric 4	% meeting or exceeding ELA standards	40% of English Language Learners met or exceeded ELA standards	[Insert outcome here]	[Insert outcome here]	50% of English Language Learners will be meeting or exceeding standards in ELA	10%

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	ELD Coordinator/Manager	ELD Coordinator/Manager will organize on-going training in GLAD strategies for teachers and provide demo lessons and one-on-one support, in collaboration with the Instructional Coach. ELD Coordinator/Manager will also meet with Directors who conduct teacher observations in order to track the percentage of time GLAD strategies are used during observations.	$30,064	Yes
5.2	ELD Teacher	ELD Teacher will provide regular, targeted instructional support to small intervention groups (of ELPAC level 1 and 2 EL students) and supplementary language curriculum support to level 3 students. ELD Coordinator will support ELD teacher with lesson planning support to embed and implement ELD standards.	$71,897	Yes
5.3	ELPAC Testing Expenses	ELD Coordinator/Manager will create testing info cards, signage, review materials and other resources to improve testing process	$5,967	Yes
5.4	ELD Technology Expenses	ELD Coordinator/Manager will maintain software licenses and devices for language-learning technology such as Rosetta Stone and ELD iPads	$1000	Yes

Insert or delete rows, as necessary.

Goal 6

Goal #	Description	Type of Goal
[Goal #6]	**Within three years, the district will reduce rates of chronic absenteeism and suspension by implementing actions that promote relationships and student connectedness.**	Broad

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

California School Dashboard (Dashboard) and local data indicate that low-income students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students. Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism and suspension rates that include approaches to support student engagement. Furthermore, student survey data indicates that 2% of low-income students in middle and high school participate in student clubs or leadership groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Chronic Absenteeism Rate	13% of Students are chronically absent	[Insert outcome here]	[Insert outcome here]	7.5% of students are chronically absent	[Insert current difference from baseline here]
Metric 2	Attendance Rate	93.97% ADA	[Insert outcome here]	[Insert outcome here]	[Insert target outcome here]	[Insert current difference from baseline here]
Metric 3	Suspension Rate	School Wide Suspension Rate 2.2%	[Insert outcome here]	[Insert outcome here]	≥ 2% School Wide Suspension rate	[Insert current difference from baseline here]
Metric 4	Discipline Referral Rate	No baseline data available (This data has not been previously collected.)	[Insert outcome here]	[Insert outcome here]	Less than 25% of students will receive a discipline referral	[Insert current difference from baseline here]
Metric 5	Percent of Students Participating in a Student Club or Leadership Group	No baseline data available (This data has not been previously collected.)	[Insert outcome here]	[Insert outcome here]	50% of students will participate in a Student Club or Leadership Group	[Insert current difference from baseline here]
Metric 6	Percent of students in grade 9-12, receiving social emotional counseling	No baseline data available (This data has not been previously collected.)			15% of students in grade 9-12, receiving social emotional counseling	

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Attendance incentives & rewards	To address CA Dashboard data on chronic absenteeism: African American, English Learners, Hispanic, Socioeconomically disadvantaged, and students with disabilities. AIMS will celebrate attendance, incentives, and rewards to decrease chronic absenteeism and promote student engagement.	$60,000	Yes
6.2	Monthly attendance celebrations	To celebrate attendance, AIMS will hold monthly attendance events and celebrations to recognize students' attendance.	$10,000	Yes
6.3	Campus Supervisor	Will ensure that the campus is safe. Will also work with site leadership to re-engage students that are chronically absent. CAMP0003 CAMP0004	$150,849	Yes
6.4	Student Events for perfect attendance	Student Events for perfect attendance.	$1,000	Yes
6.5	Student Events Coordinator	The Student Activity Coordinator will maintain school events STACT0001	$28,732	Yes
6.6	SEL Curriculum & Professional Development	CharacterStrong will support school culture and climate, "The aim of education is to help young people be successful in their lives. Success can include metrics like academic growth, college & career readiness, and overall life satisfaction. In the pursuit of achieving these goals, there are 3 outcomes that serve as the foundation upon which student success is built". CharacterStrong $8,000	$17,000	Yes
6.7	SEL Counselor	Socioemotional Counselor provides mild to moderate socioemotional guidance, counseling, and support to help promote the holistic well-being of students - particularly with extra care towards student mental health. COUNS0001	$34,031	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,428,272	$878,378

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.90%	0%	$0	[Insert percentage here]%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 - Actions 1.1-1.4	Ensure all subgroups have the curriculum and supplies needed to engage in learning	Most of our students fall under the unduplicated subgroup, and the actions address access to curriculum and supplemental curriculum bridging the learning gap, classroom materials and supplies and testing materials	Approved curriculum, CAASPP, Classroom supplies/ science materials, testing supplies and fees

Goal 2 - Actions 2.1 - 2.17	Ensuring students have properly credentialed teachers/ teachers have tools to properly administer instruction	Adequate and properly credentialed campus supports for unduplicated and underserved student groups encompass a comprehensive approach. This includes ensuring all administrative staff, teachers, teacher assistants, intervention aides, instructional coaches, college and career coordinators, substitutes, and support personnel such as induction/inter/permit support are fully staffed and trained. Additionally, provisions for Saturday academic intervention, winter intersession/summer school opportunities, professional development, and sufficient SPED supplies and personnel are essential to meet the diverse needs of these student groups effectively.	The metrics to monitor effectiveness can be achieved by ensuring teachers are appropriately credentialed and assigned, minimizing teacher mis-assignments, and increasing the percentage of teachers participating in professional development that they find positively impacts their instructional practices.
Goal 3 - Actions 3.1 - 3.5	AIMS utilizes data-based educational programs to analyze and assess verifiable data and trains teachers on how to use data to inform instructional practices.	We believe that data-driven instruction is the most effective way to deliver top-notch lessons to students each day. Our goal is to make sure that teachers can look at the data and make informed decisions that have the greatest impact on learning and performance. Teachers will need to know how to look at the data, analyze it, and then plan using it.	Formative assessments in Math and ELA to gauge student proficiency, Unified Insight for school wide data collection and to identify trends, NWEA Benchmark assessments, Illuminate Benchmarks, and Respond EDU used by teachers to create lesson plans and academic counselors.

Goal 4 - Actions 4.1 - 4.22	Fostering a positive school culture and climate for students involves prioritizing their voice and choice through community liaison efforts and engaging parents actively. This includes ensuring access to appropriate health services and interventions, offering sports and clubs to promote teamwork, leadership, and sportsmanship, and effectively communicating with families in their preferred languages to enhance inclusivity.	The initial points of contact for parents upon entering the building oversee community engagement and parent relations. The Health Coordinator manages supplies, while the Athletic Department oversees clubs. ParentSquare facilitates communication with families, and PowerSchool provides access for parents and students. The Oakland enrolls/AVELA partnership supports families in navigating public school options, focusing on ease, efficiency, transparency, and equity. A partnership with public transportation ensures vulnerable students receive free clipper cards. SGA, PBIS Rewards, Restorative Justice Training, and after school enrichment programs promote positive behavior and interventions. Go Guardian supports staff in creating a secure digital learning environment and facilitating task-oriented activities. Vision to Learn to provide eye exams and glasses for students who need glasses.	Providing various means of stakeholder engagement through surveys (student, parent, teacher) to inform ways to positively influence school culture and climate.
Goal 6 - Actions 6.1 - 6.7	Chronic Absenteeism:The district will reduce rates of chronic absenteeism and suspension by implementing actions that promote relationships and student connectedness	California School Dashboard (Dashboard) and local data indicate that low-income students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students. Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism and suspension rates that include approaches to support student engagement	Utilizing a myriad incentives, rewards and celebrations to promote presence and campus supervisors, SEL counselors and curriculum to engage the student body.

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 5 - Actions 5.1 - 5.4	Our English Learner (EL) students are a unique and essential subgroup to be supported via participation in English Language Development (ELD) instruction using Guided Language Acquisition Design (GLAD) for at least 50% of their class time, as elated through teacher observation. We anticipate the progression of students will advance their English proficiency by one level or or, as evident by their performance on the Summative ELPAC; students who will successfully transition to Fluent English Proficiency (RFEP) status, and students who will demonstrate proficiency in meeting or exceeding grade-level standards in ELA.	To ensure that these needs are met, action items support ELD coordinator, ELD Teacher, testing expenses ad software and licenses By the conclusion of the academic year, our dedicated focus on English Learners (EL) aims to achieve significant milestones to increase participation in integrated Language Development instruction (ELD), employ GLAD instruction during classroom time with respect to ongoing teacher observation. THe goal is for 60% of EL Students to demonstrate measurable progress in their English proficiency and to reach Fluent English Proficiency at the end of the academic year.	Metrics to monitor effectiveness include observation of teaching time with GLAD strategies, measurable EL growth via annual growth data, improvement of rate of reclassification and percentage of ELs to meet and exceed ELA standards.

Insert or delete rows, as necessary.

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

Not applicable. All limited actions contributing to meeting the increased or improved services requirement are associated with an expenditure of LCFF funds

Additional Concentration Grant Funding

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

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	*Not applicable for charter schools*	*Not applicable for charter schools*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable for charter schools*	*Not applicable for charter schools*

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

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

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services

provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2023

Coversheet

Elevate

Section: V. Action Items
Item: G. Elevate
Purpose: Vote
Submitted by:
Related Material: Elevate Cover Letter (1) (1).docx.pdf
Elevate PO.pdf
AIMS - Elevate Student Program 2024-25 - Invoice US7417 (1) (2).pdf
PO10003 - Elevate (1).pdf

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

Submitter Information
Full Name: Christopher Ahmad
Position/Title: Director of Data and Academics
Department: Academics
Date of Submission (MM/DD/YYYY): 8/8/2024

Item Details
Title of Item: Elevate Professional Development Services
Is this item a: x□ New Submission
□ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals
Has this item been reviewed by:
X□ Superintendent
X□ 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 XNo
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why: Bringing the contract to the board for the first time

Deadline Information
Is there a submission deadline for this item?
x□ Yes □ No
If yes: Please indicate the deadline date (MM/DD/YYYY):8/30/2024

Financial Information (if applicable):
Total Cost: $AIPCS I: 10,515.69
AIPCS II: 10265.31

Is this expenditure included in the annual budget?
X□ Yes □ No
Please specify in which plan this expense is indicated:
PO 10003 -> Elevate Education Workshops for 6th-8th Students
a.) Learning Recovery Block Grant
b.) LCAP 2.05 and 4.02 parent engagement (Workshops for Parents)
c. What is the exact cost for AIMS and AIPCS II

AIPCS 1 6-8
(020-320)
13,442.38
7435 -LearningRecoveryBlock Grant

AIPCS 1 6-8
(020-320)
13,122.32
7435 -LearningRecoveryBlock Grant

OPEN

P.O. #	Vendor	Bill to	Ship to
10003	Elevate Education	American Indian Model Schools	American Indian Model Schools

Date	Due date	Terms	Quote#
07/25/2024			

Requisitioner
Arezu Yaqubi

Shipping

Line	Description	Quantity	U/M	Price	Tax	Amount
1	Workshops for 6th - 8th students **Name/Number**: Training & Development	1		13442.38	N	13,442.38
	Account: 5210 - training & Development Group: AIPCS 1 6-8 (020-320) Tag: 7435 - Learning Recovery Block Grant - 7435 - Learning Recovery Block Grant Memo: LRBG - Professional Development					
2	Workshop for students 6th - 8th **Name/Number**: Training & Development	1		13122.32	N	13,122.32
	Account: 5210 - training & Development Group: AIPCS 1 6-8 (020-320) Tag: 7435 - Learning Recovery Block Grant - 7435 - Learning Recovery Block Grant Memo: LRBG - Professional Development					

▲ Hide detail

Sub-total	26,564.70
Taxes (0.00%)	0.00
Total	26,564.70

Comments
LCAP 2.5
LRBG

Attachments

AIMS - Elevate Student Program 2024-25 - Invoice US7417.pdf (53.7 KB)

Learning Recovery Grant - AIPCS II.pdf (237 KB)

Learning Recovery Grant - AIMS MS.pdf (239 KB)

ELEVATE PD Details.pdf (368 KB)

Approvers

Zubida Bakheit (07/25/2024)

Julia Li (07/26/2024)

Marisol Magana (pending)

Keisha Smith

Katema Ballentine

Maya Woods-Cadiz

INVOICE

AIMS College Prep Elementary School
Attention: Christopher Ahmad
171 12th St
OAKLAND CA 94607

Invoice Date
Jul 12, 2024

Invoice Number
US7417

Reference
AIMS College Prep: 2024 - 25

Elevate Education, Inc.
20 Jay Street, Ste 744
Brooklyn NY 11201

Description	Quantity	Unit Price	Amount USD
NOTE TAKING	18.00	363.90	6,550.20
GOAL SETTING	18.00	363.90	6,550.20
MEMORY	18.00	363.90	6,550.20
ACE YOUR EXAMS	18.00	363.90	6,550.20
FACULTY WORKSHOP	1.00	363.90	363.90
		Subtotal	26,564.70
		TOTAL TAX	0.00
		TOTAL USD	**26,564.70**

Due Date: Jul 19, 2024
Terms: 7 days

Direct Wire Transfer (please quote invoice number in narration)
Bank: Bank of America
Account name: Elevate Education, Inc.
Account number: 381040919582
Routing number: 021200339

Checks to:
Elevate Education, Inc.
20 Jay Street, Ste 744
Brooklyn NY 11201

For questions concerning this invoice, please contact:
Rob Edwards, 212.213.8564, rob@elevateeducation.com

PAYMENT ADVICE

To: Elevate Education, Inc.
20 Jay Street, Ste 744
Brooklyn NY 11201

Customer	AIMS College Prep Elementary School
Invoice Number	US7417
Amount Due	**26,564.70**
Due Date	Jul 19, 2024
Amount Enclosed	

Enter the amount you are paying above

OPEN

P.O. #	Vendor	Bill to	Ship to
10003	Elevate Education	American Indian Model Schools	American Indian Model Schools

Date	Due date	Terms	Quote#
07/25/2024			

Requisitioner
Arezu Yaqubi

Shipping

Line	Description	Quantity	U/M	Price	Tax	Amount
1	Workshops for 6th - 8th students **Name/Number**: Training & Development	1		13442.38	N	13,442.38
	Account: 5210 - training & Development Group: AIPCS 1 6-8 (020-320) Tag: 7435 - Learning Recovery Block Grant - 7435 - Learning Recovery Block Grant Memo: LRBG - Professional Development					
2	Workshop for students 6th - 8th **Name/Number**: Training & Development	1		13122.32	N	13,122.32
	Account: 5210 - training & Development Group: AIPCS 1 6-8 (020-320) Tag: 7435 - Learning Recovery Block Grant - 7435 - Learning Recovery Block Grant Memo: LRBG - Professional Development					

▲ Hide detail

Sub-total	26,564.70
Taxes (0.00%)	0.00
Total	26,564.70

Comments
LCAP 2.5
LRBG

Attachments

AIMS - Elevate Student Program 2024-25 - Invoice US7417.pdf (53.7 KB)

Learning Recovery Grant - AIPCS II.pdf (237 KB)

Learning Recovery Grant - AIMS MS.pdf (239 KB)

ELEVATE PD Details.pdf (368 KB)

Approvers

Zubida Bakheit (07/25/2024)

Julia Li (07/26/2024)

Marisol Magana (pending)

Keisha Smith

Katema Ballentine

Maya Woods-Cadiz

Coversheet

Benchmark Advance

Section:	V. Action Items
Item:	H. Benchmark Advance
Purpose:	Vote
Submitted by:	
Related Material:	Benchmark Advance Cover Letter (1).docx.pdf 06.12.2024_Quote 64081_AIMS_1Y Renewal_BA 2.5 (1).pdf

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

Submitter Information
Full Name: Christopher Ahmad
Position/Title: Director of Data and Academics
Department: Academics
Date of Submission (MM/DD/YYYY): 8/12/2024

Item Details
Title of Item: Benchmark Advance
Is this item a: x□ New Submission
□ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals
Has this item been reviewed by:
X□ Superintendent
X□ 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 XNo
If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why: Bringing the contract to the board for the first time

Deadline Information
Is there a submission deadline for this item?
x□ Yes □ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 8/25/2024

Financial Information (if applicable):
AIPCS II K-5
25,152.60

Is this expenditure included in the annual budget?
X□ Yes □ No
Please specify in which plan this expense is indicated:
General Funds

4100 - Text Books and Materials

LCAP 1.

BENCHMARK EDUCATION COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 64081

Contact representative
Necco McKinley
Email: nmckinley@benchmarkeducation.com
Phone: 925-381-2390

Customer:
AIMS College Prep
171 12th Street
Oakland CA 94607

Ship To:
AIMS College Prep
171 12th Street
Oakland CA 94607

Product Code	Title	Price Level	Unit Price	Qty	Total Price
X79035R	Benchmark Advance 2.5 Gr. K Renewal Subscription Digital	1-Year	$630.00	3	$1,890.00
X79036R	Benchmark Advance 2.5 Gr. 1 Renewal Subscription Digital	1-Year	$630.00	3	$1,890.00
X79037R	Benchmark Advance 2.5 Gr. 2 Renewal Subscription Digital	1-Year	$730.00	3	$2,190.00
X79038R	Benchmark Advance 2.5 Gr. 3 Renewal Subscription Digital	1-Year	$730.00	3	$2,190.00
X79039R	Benchmark Advance 2.5 Gr. 4 Renewal Subscription Digital	1-Year	$730.00	3	$2,190.00
X79040R	Benchmark Advance 2.5 Gr. 5 Renewal Subscription Digital	1-Year	$730.00	3	$2,190.00
Y42562	My Reading and Writing (National Edition) Gr.K Consumables 25-Copy Print 1-Year	Current	$550.00	3	$1,650.00
Y42584	My Reading and Writing (National Edition) Gr.K Consumables 5-Copy Print 1-Year	Current	$110.00	1	$110.00
Y42563	My Reading and Writing (National Edition) Gr.1 Consumables 25-Copy Print 1-Year	Current	$550.00	3	$1,650.00
Y42585	My Reading and Writing (National Edition) Gr.1 Consumables 5-Copy Print 1-Year	Current	$110.00	1	$110.00
Y49818	Benchmark Advance 2022 (National Edition) Gr. 2 Text for Close Reading 10 Volumes 30-Copy Consumables 1-Year	Current	$660.00	2	$1,320.00
Y64851	BEC Benchmark Advance 2022 (National Edition) Gr. 2 Text for Close Reading 10 Volumes 5-Copy Consumables 1-Year	Current	$110.00	4	$440.00
Y49819	Benchmark Advance 2022 (National Edition) Gr. 3 Text for Close Reading 10 Volumes 30-Copy Consumables 1-Year	Current	$660.00	3	$1,980.00
Y49820	Benchmark Advance 2022 (National Edition) Gr. 4 Text for Close Reading 10 Volumes 30-Copy Consumables 1-Year	Current	$660.00	3	$1,980.00
Y49821	Benchmark Advance 2022 (National Edition) Gr. 5 Text for Close Reading 10 Volumes 30-Copy Consumables 1-Year	Current	$660.00	3	$1,980.00

BENCHMARK EDUCATION COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 64081

Contact representative
Necco McKinley
Email: nmckinley@benchmarkeducation.com
Phone: 925-381-2390

Product Code	Title	Price Level	Unit Price	Qty	Total Price
Y64854	BEC Benchmark Advance 2022 (National Edition) Gr. 5 Text for Close Reading 10 Volumes 5-Copy Consumables 1-Year	Current	$110.00	2	$220.00

Subtotal	Sales Tax	Shipping Cost	Total
$23,980.00	$1,172.60	$0.00	$25,152.60 USD

Memo
Gr. K-5 Consumable/Digital Renewal. Subscriptions set to expire on 7/31/25.

* The above pricing cannot be combined with any other offers.
* Price ®rm for 45 days from quote date. Price quote must be attached to school purchase orders to receive the quoted price.
* All digital subscriptions will end on July 31st the last year of the term purchased.
* Any changes, including cancellations to the originally agreed upon PD trainings, must be made at least 10 business days prior to the delivery of the PD trainings. Customized PD changes must be submitted at least 15 business days prior to agreed delivery date and must go through the customized request process. Benchmark Education will do its best to accommodate the requested changes; however, it reserves the right to render services according to the initial agreement. Please note that any changes requested may incur an additional charge or reduction of number of PD training days rendered. Please note that no changes can be requested on site and all requests must go through the Company approval process.

B E N C H M A R K
E D U C A T I O N
C O M P A N Y
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 64081

Contact representative
Necco McKinley
Email: nmckinley@benchmarkeducation.com
Phone: 925-381-2390

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER ALONG WITH THE FOLLOWING INFORMATION

· Billing Contact Name _____

· Billing Contact Email _____

· Billing Contact Phone _____

PLEASE INCLUDE THE FOLLOWING INFORMATION FOR ALL DIGITAL SUBSCRIPTIONS

· Name of School(s) That Will Use the Subscription(s)
Attach separate document if necessary _____

· Onboarding Tech Contact Name _____

· Onboarding Tech Contact E-Mail _____

· REQUIRED

SEND ORDER TO: Benchmark Education Company
6295 Commerce Center Drive, Suite B| Groveport, OH 43125-1160
Email: neworders@benchmarkeducation.com
Phone: 877-236-2465| Fax: 877-732-8273

Terms of Service
* By placing an order for Benchmark Education Company ("BEC") products (the "Products"), the entity ("Customer") that this proposal has been prepared for agrees to be bound by BEC©s Terms of Service and Terms of Use and Privacy Policy (Please visit this site: https://help.benchmarkuniverse.com/bubateacher/Content/Customer%20Support/Privacy%20Policy.htm?Highlight=privacy). Subject to the Customer©s payment of the fees set out above, BEC grants to Customer a non-exclusive and non-transferable license to access and use the Products under the terms described in this Terms of Service. The proposal contains the scope of use allowed and the term of Customer©s license to the Products.

Coversheet

Employee Contracts FY24-25

Section: V. Action Items
Item: I. Employee Contracts FY24-25
Purpose: Vote
Submitted by:
Related Material: Employee Contracts FY24-25 August Board Approval.pdf
August Contract Submission for Board Approval FY24-25.xlsx

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

Submitter Information

Full Name: Tiffany Tung
Position/Title: Program Compliance Director
Department: Program Compliance
Date of Submission (MM/DD/YYYY): 8/27/2024

Item Details

Title of Item: AIMS Employee Contracts FY24-25 August Board Approval
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

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:

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:

August Contract Submission for Board Approval FY24-25.xlsx

Coversheet

Xerox Lease Renewal

Section: V. Action Items
Item: J. Xerox Lease Renewal
Purpose: Vote
Submitted by:
Related Material: Xerox Lease Renewal.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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item:
Is this item a: ☐ New Submission
☑ Renewal
If Renewal: Please summarize any changes from the previous submission:
XEROX Lease renewal for three machines that the lease is expireing.
One machine will be able to make color copies.

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:
This item will be reviewed during the finance committee on 8/27/23.

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: $ Minimum monthly cost - $1,597.87

Is this expenditure included in the annual budget?

☑ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

Lease Agreement

xerox™

Customer: AMERICAN INDIAN MODEL SCHOOLS

BillTo: AMERICAN INDIAN MODEL SCHOOLS
AIPCS II
171 12TH ST
OAKLAND, CA 94607-4900

Install: AMERICAN INDIAN MODEL SCHOOLS
AIPCS II
171 12TH ST
OAKLAND, CA 94607-4900

Tax ID#: 94-3309981

State or Local Government Negotiated Contract : 072816000

Solution

Item	Product Description	Agreement Information	Requested Install Date
1. B9110 (PRIMELINK B9110)	- Msi Bypass - Msi Chute Kit - Pr Standard Finisher - BO 010-0028535-005 - Analyst Services	Lease Term: 60 months Purchase Option: FMV	8/15/2024
2. B9110 (PRIMELINK B9110)	- Msi Bypass - Msi Chute Kit - Pr Standard Finisher - BO 010-0028535-005 - Analyst Services	Lease Term: 60 months Purchase Option: FMV	8/15/2024
3. C9070 (PRIMELINK 9070)	- Bus Rdy Book Mkr - Br C/z Folder - BO 010-28535-006	Lease Term: 60 months Purchase Option: FMV	8/15/2024
4. INTEGEFI2 (FIERY INTEGRATED DFE)	- Analyst Services	Lease Term: 60 months Purchase Option: FMV	8/15/2024

Authorized Signature

Customer acknowledges receipt of the terms of this agreement which consists of 3 pages including this face page.

Signer: Alexander Lee Phone: (510)414-0637

Signature: _____ Date: _____

Thank You for your business!
This Agreement is proudly presented by Xerox and

Stacey Vorous
(510)514-5903

For information on your Xerox Account, go to
www.xerox.com/AccountManagement

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1 3 3 0 4 5 9 0 1 0 0 1 0 0 3 0
Powered by BoardOnTrack

Lease Agreement

xerox™

Monthly Pricing

Item	Lease Minimum Payment	Print Charges Meter	Volume Band	Per Print Rate	Maintenance Plan Features
1. B9110	$535.06	1: Black and White Impressions	All Prints	$0.0046	- Consumable Supplies Included for all prints - Pricing Fixed for Term
2. B9110	$494.46	1: Black and White Impressions	All Prints	$0.0046	- Consumable Supplies Included for all prints - Pricing Fixed for Term
3. C9070	$404.41	1: Color Impressions 2: Black and White Impressions	All Prints All Prints	$0.0456 $0.0085	- Consumable Supplies Included for all prints - Pricing Fixed for Term
4. INTEGEFI2	$163.94	N/A	N/A	N/A	- Full Service Maintenance Included - Pricing Fixed for Term
Total	$1,597.87	Minimum Payments (Excluding Applicable Taxes)			

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Lease Agreement

Terms and Conditions

INTRODUCTION:

1. NEGOTIATED CONTRACT. The Products are subject solely to the terms in the Negotiated Contract identified on the face of this Agreement, and, for any option you have selected that is not addressed in the Negotiated Contract, the then-current standard Xerox terms for such option.

GOVERNMENT TERMS:

2. REPRESENTATIONS & WARRANTIES. This provision is applicable to governmental entities only. You represent and warrant, as of the date of this Agreement, that: (1) you are a State or a fully constituted political subdivision or agency of the State in which you are located and are authorized to enter into, and carry out, your obligations under this Agreement and any other documents required to be delivered in connection with this Agreement (collectively, the "Documents"); (2) the Documents have been duly authorized, executed and delivered by you in accordance with all applicable laws, rules, ordinances and regulations (including all applicable laws governing open meetings, public bidding and appropriations required in connection with this Agreement and the acquisition of the Products) and are valid, legal, binding agreements, enforceable in accordance with their terms; (3) the person(s) signing the Documents have the authority to do so, are acting with the full authorization of your governing body and hold the offices indicated below their signatures, each of which are genuine; (4) the Products are essential to the immediate performance of a governmental or proprietary function by you within the scope of your authority and will be used during the Term only by you and only to perform such function; and (5) your payment obligations under this Agreement constitute a current expense and not a debt under applicable state law and no provision of this Agreement constitutes a pledge of your tax or general revenues, and any provision that is so construed by a court of competent jurisdiction is void from the inception of this Agreement.

3. FUNDING. This provision is applicable to governmental entities only. You represent and warrant that all payments due and to become due during your current fiscal year are within the fiscal budget of such year and are included within an unrestricted and unencumbered appropriation currently available for the purchase/maintenance of the Products, and it is your intent to use the Products for the entire term and to make all payments required under this Agreement. If (1) through no action initiated by you, your legislative body does not appropriate funds for the continuation of this Agreement for any fiscal year after the first fiscal year and has no funds to do so from other sources, and (2) you have made a reasonable but unsuccessful effort to find a creditworthy assignee acceptable to Xerox in its sole discretion within your general organization who can continue this Agreement, this Agreement may be terminated. To effect this termination, you must, at least 30 days prior to the beginning of the fiscal year for which your legislative body does not appropriate funds, notify Xerox in writing that your legislative body failed to appropriate funds and that you have made the required effort to find an assignee. Your notice must be accompanied by payment of all sums then owed through the current year under this Agreement. You will return the Equipment, at your expense, to a location designated by Xerox and, when returned, the Equipment will be in good condition and free of all liens and encumbrances. You will then be released from any further payment obligations beyond those payments due for the current fiscal year (with Xerox retaining all sums paid to date).

PRICING PLAN/OFFERING SELECTED:

4. FIXED PRICING. If "Pricing Fixed for Term" is identified in Maintenance Plan Features, the maintenance component of the Minimum Payment and Print Charges will not increase during the initial Term of this Agreement.

5. NON-XEROX PRODUCTS. BO 010-0028535-005, BO 010-28535-006 were selected by you and are not sold by Xerox in the normal course of its business ("Non-Xerox Products"). If you signed a purchase contract for Non-Xerox Products, you assign to Xerox your rights but none of your obligations under such purchase contract. Xerox is leasing Non-Xerox Products to you "AS IS, WHERE IS" and XEROX MAKES NO EXPRESS OR IMPLIED WARRANTIES OF ANY KIND REGARDING NON-XEROX PRODUCTS, INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR PARTICULAR PURPOSE AND NON-INFRINGEMENT. To the extent permitted to do so, Xerox assigns to you any warranty rights it has to Non-Xerox Products (which rights shall revert to Xerox if you default under this Agreement). Non-Xerox Products are not covered by Maintenance Services, and you will maintain throughout the initial Term a service agreement for Non-Xerox Products with a service provider acceptable to Xerox. You will pay all personal property taxes related to Non-Xerox Products. You assign to Xerox any rights you have to Non-Xerox Products and title will pass or revert to you (subject to any software licenses relating to Non-Xerox Products) upon expiration of the initial Term.

GENERAL TERMS & CONDITIONS:

6. REMOTE SERVICES. Certain models of Equipment are supported and serviced using product information that is automatically collected by Xerox or transmitted to or from Xerox by the Equipment connected to your network ("Remote Product Info") via electronic transmission to a secure off-site location ("Remote Transmission"). Remote Transmission also enables Xerox to transmit Releases of Software to you and to remotely diagnose and modify Equipment to repair and correct malfunctions. Examples of Remote Product Info include product registration, meter read, supply level, Equipment configuration and settings, software version, and problem/fault code information. Remote Product Info may be used by Xerox for billing, report generation, supplies replenishment, support services, recommending additional products and services, and product improvement/development purposes. Remote Product Info will be transmitted to and from you in a secure manner mutually agreeable to the parties. Remote Transmission will not allow Xerox to read, view or download the content of any of your documents or other information residing on or passing through the Equipment or your information management systems. You grant the right to Xerox, without charge, to conduct Remote Transmission for the purposes described above. Upon Xerox's request, you will (a) provide contact information for Equipment such as name and address of your contact and IP and physical addresses/locations of Equipment and (b) ensure that any Maintenance Release or Update released by Xerox to provide security patches, releases and/or certificates for the Remote Transmission and/or Software is promptly enabled by Customer upon notification by Xerox or by the Equipment or when otherwise made available on xerox.com. You will enable Remote Transmission via a method mutually agreeable to both parties, and you will provide reasonable assistance to allow Xerox to provide Remote Transmission. Unless Xerox deems Equipment incapable of Remote Transmission, you will ensure that Remote Transmission is maintained at all times Maintenance Services are being performed. If you are unable to maintain Remote Transmission, or if Xerox disables Remote Transmission from any Equipment at your request, or if you disable Remote Transmission from any Equipment, Xerox reserves the right to charge you a per device fee for such affected Equipment due to the increased service visits that will be required in order to (x) obtain such information, (y) provide such transmissions, and (z) provide such Maintenance Services and Consumable Supplies that otherwise would have been provided remotely and/or proactively.

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Coversheet

VisiPlex

Section: V. Action Items
Item: K. VisiPlex
Purpose: Vote
Submitted by:
Related Material: Visiplex Quote.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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: Quote for Visiplex - wireless paging - PA system - 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:
This will go before the finance committee meeting on 8/27/24
If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 9/30/2024

Financial Information (if applicable):

Total Cost: $ $9441
Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ESSER III

Visiplex, Inc.

1287 Barclay Boulevard, Buffalo Grove, IL 60089
Phone: 847-229-0250 Fax:847-229-0259
Website: www.visiplex.com Email: sales@visiplex.com

Sales Quote: **273308**

Bill to: American Indian Model Schools
171 12th St.,
Oakland CA 94607
Contact: Alexander Lee
Phone: 1-510-220-5044 **Fax:**

Date: 05/03/24 **Revised:** 08/21/24
Issued by: Pat Devine
Project:
RMA Number:
Shipping Method: FDX-GROUND

No.	Product P/N	Description	Quantity	Price	Amount
1	» **VNS2210**	Wireless Paging Controller with Dual PA Speaker Output.	31	300.00	9,300.00
2	VNS2258	PoE Power Supply Option (Replaces Standard Power Supply).	31	0.00	0.00

» Click on Product P/N marked in Blue to open the respective website link (if Adobe Reader displays a Security Warning dialog box, select Remember My Action for This Site and click on Allow).

To pay online, go to https://www.visiplex.com/secure-payment-service (Reference: Quote 273308. Please confirm shipping charges are included, limited to USA and Canada and up to $10K)

Subtotal (USD):	9,300.00
Freight (USD):	141.00
Total (USD):	9,441.00

Comments

Terms and Conditions:
1. Unless mentioned otherwise, all products include standard one-year warranty. Repairs include 90 days limited warranty.
2. If you do not have approved NET terms, payment terms are prepaid, charged to a credit card (USA and Canada only) or COD (USA only).
3. Prices do not include sales tax (if applicable) and shipping charges (unless mentioned otherwise).
4. Quote is valid for 30 days.
5. Product description may include main features only. Refer to product's datasheet for complete information.
6. The configuration and equipment listed on this quote represent a suggested solution based on available products and technology and based on information (if any) that was provided in regards to the quoted project. The suggested solution may not fully comply with specifications, documentation or materials (if any was provided).

Visiplex, Inc.
1287 Barclay Boulevard, Buffalo Grove, IL 60089
Phone: 847-229-0250 Fax:847-229-0259
Website: www.visiplex.com Email: sales@visiplex.com

Customer Order Form

Bill to: ☐ Bill to the address at the top of the quote ☐ Bill to the address below (please print)

Customer Name: _____

Address: _____

City: _____ **State / Province:** _____ **Zipcode:** _____

Contact Name: _____

Phone: _____ **Fax:** _____

Ship to: ☐ Ship to the address at the top of the quote ☐ Ship to the address below (please print)

Customer Name: _____

Address: _____

City: _____ **State / Province:** _____ **Zipcode:** _____

Contact Name: _____

Phone: _____ **Fax:** _____

Payment Method: ☐ Charge credit card below ☐ Pre-Payment ☐ COD

Card Holder Name (please print): _____

Card Number: _____ **Exp.:** _____ **Security Code:** _____

Card Billing Address: _____

City: _____ **State / Province:** _____ **Billing Zipcode:** _____

Card Holder Signature: _____

Terms and Conditions

1. This form is valid as a customer purchase order per Visiplex, Inc. Quote No. 273308 (by Pat Devine).
2. Shipping charges and sales tax (if applicable) will be added to the total amount of this order.
3. Loaner or Demo items not returned within 30 days from shipping date, will be invoiced according to the information in this form.
4. By signing this form, I accept the terms and conditions and request to process this order according to the above information.

Name (please print): _____

Authorized Signature: _____

Coversheet

Vision to Learn MOU

Section: V. Action Items
Item: L. Vision to Learn MOU
Purpose: Vote
Submitted by:
Related Material: Vision to Learn MOU.pdf

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

Submitter Information

Full Name: Marisol Magana
Position/Title: Director
Department: Health & School Support Services Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: MOU with Vision to Learn
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:
This will go before the 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): 9/30/2024

Financial Information (if applicable):

Total Cost: $ AIMS MS - $10,000 AIPCS II - $30,000 AIMS HS -$20,000
Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ESSER III (3219)

MEMORANDUM OF UNDERSTANDING
between
VISION TO LEARN,
a registered California not-for-profit corporation and
AIMS K-12 College Prep Charter District

This Agreement is entered into between **Vision To Learn,** hereafter referred to as Provider, and **AIMS K-12 College Prep Charter District**, hereafter referred to as District, for the purpose of operating a Mobile Vision Clinic ("Mobile Clinic") on the campus of District Kindergarten through 12th grade school(s).

1. **Description of Services**. Provider will provide the following vision services (the "Services") to District students:

   A. Vision screening of all students at selected school sites, to identify students who require a follow-up vision examination
   B. Routine eye examination for screening-identified students, and prescription of glasses, provided by an independent licensed optometrist
   C. Prescription and fitting of glasses
   D. Provision of glasses from Provider's available selection. Glasses will be delivered on a separate date approximately three weeks after exam.
   E. As feasible and appropriate, referrals to the school nurse for additional care where indicated.

2. **Financials** Families and students will not be asked to pay for Provider's services. The Provider reserves the right to seek reimbursement from Medicaid for services provided to covered participants. No participant will be denied service based on their lack of insurance. The District agrees to provide project funding for the 2024-2025 school year. Provider will invoice for funding as service is completed at each participating school, using an invoice form to be provided by the district, at the rate of $150 per eye exam provided.

3. Schools to be Served. Selected schools to be served and dates of service will be determined jointly by agreement of the District and the Provider ("Selected Schools").

4. Role of the District. In order to enable Vision To Learn to provide the Services, the District will be responsible for the following:

   A. Provide a district level staff member to facilitate the program amongst select schools.
   B. Distribute an "opt-out" consent form to each student's parent/guardian informing them of the upcoming free vision screening, eye exam and

glasses to be provided by Vision To Learn, and providing them an opportunity to decline Vision To Learn's service.

C. Maintain a list of students who have opted out of the service and be responsible for ensuring those students are not sent to Provider for the service.
D. Provide Vision To Learn a spreadsheet or physical list of students with relevant demographic and contact information to facilitate screenings, exams and glasses provision.
E. Provide parking and electrical service for the Mobile Clinic (a converted RV) on the date of exams, and classroom or other suitable space for glasses delivery on the date of delivery.
F. Provide staff or volunteers to accompany Referred Students to and from the Mobile Clinic.
G. Provide access to photocopy and/or fax machine for incidental use.
H. Provide access to restroom and breakrooms.
I. Provide staff or volunteers to spreadhead programmatic efforts at schools.
J. Allow Contractor to park its Mobile Clinic, a converted Mercedes Sprinter Van, at a District facility as needed, including overnight, on weekends, or at any time otherwise not in use. Contractor will utilize only the location and parking space specified by the District to park its Mobile Clinic and shall utilize the designated space only for the purpose of parking the Mobile Clinic. The exact location shall be confirmed in writing by the District representative. The Mobile Clinic will remain locked at all times when not in use by Provider. Provider will hold the Distrct harmless for any damage that occurs to the Mobile Clinic, or injury to the Provider's staff, arising from Provider's use of the parking facilities pursuant to this Agreement, including while entering or exiting the location. District shall provide access to the parking facilities and allow Provider's staff and Mobile Clinic to enter and exit the parking during the District business hours.

5. Responsibilities of Provider.

A. Provider will be responsible for staffing the Mobile Clinic and obtaining any necessary or appropriate licenses, permits or registrations.
B. Provider will provide the services
C. Provider will maintain in effect the following forms of insurance in the following amounts:
    a. Commercial General Liability Insurance - $1,000,000 per occurrence.
    b. Vehicle Liability Insurance - $1,000,000 per occurrence
    c. Worker's Compensation Insurance.
    d. Professional Liability Insurance - $1,000,000 per occurrence.
D. Provider will retain records on services provided for Referred Students.

6. Exclusivity of MOU.

- District agrees that Provider will be the sole provider of eye exams and eyeglasses on District school sites as long as the MOU is in effect. District agrees not to enter into agreements with any other student eye care providers for the term of the MOU.

7. Term & Termination. This agreement will continue in effect until terminated by either party upon 180 days notice to the other, or by mutual consent.

In witness whereof this agreement has been executed as of the latter date set forth below:

<DISTRICT>	**VISION TO LEARN**
By:_____	By:_____
Print Name: _____	Print Name: _____
Title:_____	Title:_____
Date: _____	Date: _____

Coversheet

Staples - Chromebooks AIMS MS

Section: V. Action Items
Item: M. Staples - Chromebooks AIMS MS
Purpose: Vote
Submitted by:
Related Material: Staples - Chromebooks AIMS MS.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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: Staples - Chromebooks - AIMS College Prep Middle School
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

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

If no: Explain why:
This item will be reviewed during the finance committee on 8/27/23.

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: $ $14,950.45

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER IIII

Staples Technology Solutions

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

Quotation (Open / Expired)
Quote # : 1009265 1 rev of 1
Modified Date: Aug 22, 2024 03:49 PM EDT
Expiration Date: 06/09/2024
Description: AIMS College Prep 11290310

Products

#	Image	Description	Part #	Qty	Unit Price	Total
1		HP Chromebook 11 G9 Education Edition Intel Celeron - N4500 / up to 2.8 GHz - Chrome OS - UHD Graphics - 4 GB RAM - 32 GB eMMC - 11.6" 1366 x 768 (HD) - Wi-Fi 6 - jet black - kbd: US	3V2Y2UT#ABA	50	$227.64	$11,382.00
2		Google Chrome OS Management Console License - academic	CROS-SW-DIS-EDU-NEW	50	$33.00	$1,650.00
3		White Glove Services - Domain Enrollment/OS Update/Wi-Fi	ITG-CHROME-WGVP	50	$7.29	$364.50
4		White Glove OU Assignment	ITG-CHROME-CUSTOM	50	$3.28	$164.00

Subtotal:	**$13,560.50**
Tax (10.2500%):	$1,389.95
Shipping:	$0.00
Fees:	$0.00
Total:	**$14,950.45**

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

Terms of Purchase

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

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

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

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

Coversheet

Staples - Chromebooks - AIPCS II

Section: V. Action Items
Item: N. Staples - Chromebooks - AIPCS II
Purpose: Vote
Submitted by:
Related Material: Staples - Chromebooks - 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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

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

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

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

If no: Explain why:
This item will be reviewed during the finance committee on 8/27/23.

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: $ 44,851.35
Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER IIII

Staples Technology Solutions

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

Quotation (Open)
Quote # : 1046030 1 rev of 1
Modified Date: Aug 22, 2024 03:51 PM EDT
Expiration Date: 08/25/2024
Description: AIMS College Prep 11290310

Products

#	Image	Description	Part #	Qty	Unit Price	Total
1		HP Chromebook 11 G9 Education Edition Intel Celeron - N4500 / up to 2.8 GHz - Chrome OS - UHD Graphics - 4 GB RAM - 32 GB eMMC - 11.6" 1366 x 768 (HD) - Wi-Fi 6 - jet black - kbd: US	3V2Y2UT#ABA	150	$227.64	$34,146.00
2		Google Chrome OS Management Console License - academic	CROS-SW-DIS-EDU-NEW	150	$33.00	$4,950.00
3		White Glove Services - Domain Enrollment/OS Update/Wi-Fi	ITG-CHROME-WGVP	150	$7.29	$1,093.50
4		White Glove OU Assignment	ITG-CHROME-CUSTOM	150	$3.28	$492.00

Subtotal:	**$40,681.50**
Tax (10.2500%):	$4,169.85
Shipping:	$0.00
Fees:	$0.00
Total:	**$44,851.35**

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

Terms of Purchase

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

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

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

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

Coversheet

Staples - Chromebooks - AIMS HS

Section: V. Action Items
Item: O. Staples - Chromebooks - AIMS HS
Purpose: Vote
Submitted by:
Related Material: Staples - Chromebooks - AIMS HS.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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: Staples - Chromebooks- AIMS College Prep High School
Is this item a: ☐ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

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

If no: Explain why:
This item will be reviewed during the finance committee on 8/27/23.

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: $ $14,950.45

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER IIII

Staples Technology Solutions

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

Quotation (Open)
Quote # : 1046028 1 rev of 1
Modified Date: Aug 22, 2024 03:50 PM EDT
Expiration Date: 08/25/2024
Description: AIMS College Prep 11290310

Products

#	Image	Description	Part #	Qty	Unit Price	Total
1		HP Chromebook 11 G9 Education Edition Intel Celeron - N4500 / up to 2.8 GHz - Chrome OS - UHD Graphics - 4 GB RAM - 32 GB eMMC - 11.6" 1366 x 768 (HD) - Wi-Fi 6 - jet black - kbd: US	3V2Y2UT#ABA	50	$227.64	$11,382.00
2		Google Chrome OS Management Console License - academic	CROS-SW-DIS-EDU-NEW	50	$33.00	$1,650.00
3		White Glove Services - Domain Enrollment/OS Update/Wi-Fi	ITG-CHROME-WGVP	50	$7.29	$364.50
4		White Glove OU Assignment	ITG-CHROME-CUSTOM	50	$3.28	$164.00

Subtotal:	**$13,560.50**
Tax (10.2500%):	$1,389.95
Shipping:	$0.00
Fees:	$0.00
Total:	**$14,950.45**

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

Terms of Purchase

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

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

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

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

Coversheet

SOS Survival Products - AIPCS II

Section: V. Action Items
Item: P. SOS Survival Products - AIPCS II
Purpose: Vote
Submitted by:
Related Material: SOS Survival Products - 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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: SOS Surviving Products Student and Classroom Kits - 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:
This item will be reviewed during the finance committee on 8/27/23.

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: $ 8,489.49
Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER IIII

SOS SURVIVAL PRODUCTS
15705 Strathern St #11 • Van Nuys, CA 91406
Phone: 800 479-7998 • Fax: 818 909-0360
www.sosproducts.com

QUOTE

R9-021565

Invoice Date: 08/20/2024 09:42
Customer ID: 8701
Ship Via: XPO TRUCKING
Terms: PRE PAY
PO: QUOTE

BILL TO

AIMS K-12 College Prep Charter
Marisol Magana
171 12th Street
Oakland, CA 94607
U.S.A.

SHIP TO

AIPCS II

171 12th Street
Oakland, CA 94607
U.S.A.

BILL TO: (510) 893-8701 | hsss@aimsk12.org

SHIP TO: (510) 893-8701

#	SKU	QTY	UNIT	PRICE	EXT	TAX
	AIPCS II					
1	6401L School Lockdown Kit	29		34.00	986.00	Y
2	630 Student Kit in Plastic Bag	650		8.50	5525.00	Y
3	90382 Family First Aid Kit	30		21.50	645.00	Y

SHIPPING INFORMATION

- 1 Pallet
- Weight: 250 Lbs Class: 200

******

- 2 Pallets
- Weight: 2350 Lbs Class: 70

- Lift Gate at Receiving
- XPO 10000071667393

#	SKU	QTY	UNIT	PRICE	EXT	TAX

NUMBER OF ITEMS: 709.00 **SUBTOTAL:** 7,156.00

jeff@sosproducts.com

SALESPERSON: JEFF

FREIGHT	TAX	DEPOSIT	TOTAL
XPO 600.00	733.49	0.00	**8,489.49**

SIGNATURE _____

Coversheet

SOS Survival Products - AIMS MS

Section: V. Action Items
Item: Q. SOS Survival Products - AIMS MS
Purpose: Vote
Submitted by:
Related Material: SOS Survival Products - AIMS MS.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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: SOS Surviving Products Student and Classroom Kits - AIMS MS
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:
This item will be reviewed during the finance committee on 8/27/23.

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: $ 2,857.37

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER IIII

SOS SURVIVAL PRODUCTS

15705 Strathern St #11 • Van Nuys, CA 91406
Phone: 800 479-7998 • Fax: 818 909-0360
www.sosproducts.com

QUOTE

R9-021582

Invoice Date: 08/21/2024 14:22
Customer ID: 8701
Ship Via: XPO TRUCKING
Terms: PRE PAY
PO: QUOTE

BILL TO

AIMS K-12 College Prep Charter
Marisol Magana
171 12th Street
Oakland, CA 94607
U.S.A.

SHIP TO

AIMS MS

171 12th Street
Oakland, CA 94607
U.S.A.

BILL TO: (510) 893-8701 | hsss@aimsk12.org

SHIP TO: (510) 893-8701

#	SKU	QTY	UNIT	PRICE	EXT	TAX
	AIMS MS					
1	6401L School Lockdown Kit	9		34.00	306.00	Y
2	630 Student Kit in Plastic Bag	210		8.50	1785.00	Y
3	90382 Family First Aid Kit	10		21.50	215.00	Y

SHIPPING INFORMATION
- 1 Pallet
- Weight: 900 LBS Class: 70
- Lift Gate at Receiving
- XPO 10000071666602

NUMBER OF ITEMS: 229.00

SUBTOTAL: 2,306.00

jeff@sosproducts.com

SALESPERSON: JEFF

FREIGHT	TAX	DEPOSIT	TOTAL
XPO 315.00	236.37	0.00	**2,857.37**

SIGNATURE _____

Coversheet

SOS Survival Products - AIMS HS

Section: V. Action Items
Item: R. SOS Survival Products - AIMS HS
Purpose: Vote
Submitted by:
Related Material: SOS Survival Products - AIMS HS.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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: SOS Surviving Products Student and Classroom Kits - AIMS HS
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:
This item will be reviewed during the finance committee on 8/27/23.

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: $ 5,437.31

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER IIII

SOS SURVIVAL PRODUCTS
15705 Strathern St #11 • Van Nuys, CA 91406
Phone: 800 479-7998 • Fax: 818 909-0360
www.sosproducts.com

QUOTE

R9-021583

Invoice Date: 08/21/2024 14:23
Customer ID: 8701
Ship Via: XPO TRUCKING
Terms: PRE PAY
PO: QUOTE

BILL TO

AIMS K-12 College Prep Charter
Marisol Magana
171 12th Street
Oakland, CA 94607
U.S.A.

SHIP TO

AIMS HS

746 Grand Ave
Oakland, CA 94610
U.S.A.

BILL TO: (510) 893-8701 | hsss@aimsk12.org

SHIP TO: (510) 893-8701

#	SKU	QTY	UNIT	PRICE	EXT	TAX
	AIMS HS					
1	6401L School Lockdown Kit	18		34.00	612.00	Y
2	630 Student Kit in Plastic Bag	410		8.50	3485.00	Y
3	90382 Family First Aid Kit	19		21.50	408.50	Y

SHIPPING INFORMATION
- 2 Pallets
- Weight: 1800 LBS Class: 70
- Lift Gate at Receiving
- XPO 10000071665532

NUMBER OF ITEMS: 447.00 **SUBTOTAL:** 4,505.50

jeff@sosproducts.com

SALESPERSON: JEFF

FREIGHT	TAX	DEPOSIT	TOTAL
XPO 470.00	461.81	0.00	**5,437.31**

SIGNATURE _____

Coversheet

Intelligent Connectivity- Network Switch

Section: V. Action Items
Item: S. Intelligent Connectivity- Network Switch
Purpose: Vote
Submitted by:
Related Material: Intelligent Connectivity.pdf

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

Submitter Information

Full Name: Marisol Magana
Position/Title: Director
Department: Director of Health & School Support Services
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: Intelligent Connectivity - Network switch upgrade and backup power
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:
This will go before the finance committee meeting on 8/27/24
If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 9/30/2024

Financial Information (if applicable):

Total Cost: $ 14,841.55
Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ESSER III

Intelligent Connectivity

14 San Miguel Way
CA 94403

Quotes

Date	Quote #
8/22/2024	10089

Name / Address
American Indian Public Charter School Alexander Lee 171 12th Street Oakland, CA 94607

Project

Description	Qty	Rate	Total
Meraki MS225-24P GBE POE 370W Switch	2	3,210.00	6,420.00T
Meraki MS225-24P Eenterprise License - 5YR	2	905.00	1,810.00
Oakland Sales Tax		10.25%	658.05

Quoted Prices Are Valid for 7 Days. Thank you for your business.

Total $8,888.05

Intelligent Connectivity

14 San Miguel Way
CA 94403

Quotes

Date	Quote #
8/22/2024	10090

Name / Address
American Indian Public Charter School Alexander Lee 171 12th Street Oakland, CA 94607

Project

Description	Qty	Rate	Total
UPS RacMount 1500VA	6	700.00	4,200.00T
Backup UPS-2200 Tower	1	1,200.00	1,200.00T
Oakland Sales Tax		10.25%	553.50

Quoted Prices Are Valid for 7 Days. Thank you for your business.

Total $5,953.50

Coversheet

Intelligent Connectivity - Security Cameras - AIMS HS

Section:	V. Action Items
Item:	T. Intelligent Connectivity - Security Cameras - AIMS HS
Purpose:	Vote
Submitted by:	
Related Material:	Intelligent Connectivity - Security Cameras - AIMS HS.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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: Intelligent Connectivity - Security Cameras - 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:
This item will be reviewed during the finance committee on 8/27/23.

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: $ 5,252.39

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER IIII

Intelligent Connectivity

14 San Miguel Way
CA 94403

Quotes

Date	Quote #
8/22/2024	10088

Name / Address
American Indian Public High School Alexander Lee 746 Grand Avenue Oakland, CA 94610

Project

Description	Qty	Rate	Total
Unifi Video G5 Pro 4K Bullet IP Camera with Optical Zoom and Night Vision	3	435.85	1,307.55T
Unifi Video G5 2K HD Dome IP Camera with Infrared Capabilities	2	205.85	411.70T
Western Digital 8TB WD Purple Surveillance Hard Drive Storage	2	228.85	457.70T
Unifi Protect Viewport for Monitor Display	1	228.85	228.85T
Technical Services	1	2,600.00	2,600.00
Installing, configuration and testing of cameras; relocate/replace cameras; augment video storage on video surveillance console			
Oakland Sales Tax		10.25%	246.59

Quoted Prices Are Valid for 7 Days. Thank you for your business.

Total $5,252.39

Coversheet

CPR1 AED - AIMS MS

Section: V. Action Items
Item: U. CPR1 AED - AIMS MS
Purpose: Vote
Submitted by:
Related Material: CPR1 AED - AIMS MS.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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: CPR1 - EAD and AED supplies - AIMS College Prep Middle School
Is this item a: ☐ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

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

If no: Explain why:
This item will be reviewed during the finance committee on 8/27/23.

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: $ 2,336.62

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER IIII

CPR1

Estimate

3652 Ocean Ranch Blvd.
Oceanside, CA 92056

Date: 8/22/2024
Estimate: 8711

Bill To	Ship To
AIMS Middle School 171 12th ST Oakland,Ca 94607	AIMS Middle School 171 12th ST Oakland,Ca 94607

Terms: Net 30

Item	Description	Qty	Price	Total
M5066A C02-Onsite (...	Philips HeartStart OnSite AED includes 4-Year Battery, 2-Year Adult Pads Cartridge, Slim Carrying Case, 8-Year Warranty.	1	1,479.00	1,479.00T
	Subtotal			1,479.00
20%	20% DISCOUNT		-20.00%	-295.80
M5071A	Philips HeartStart OnSite Adult Pads Cartridge, 2-Year	1	79.00	79.00T
M5072A	Philips HeartStart OnSite Infant/Child Pads Cartridge (Patients 1 - 8 years & < 55 lbs or 25 kg), 2-Year	2	115.00	230.00T
M5070A	Philips HeartStart OnSite/FRx Battery, 4-Year	1	189.00	189.00T
	Subtotal			498.00
10%	10% Discount		-10.00%	-49.80
FRK-RD	First Responder Kit - Red. Includes items typically needed in a cardiac arrest event. The nylon, zippered pouch contains (1) pair of nitrile gloves, a pocket CPR mask, scissors, razor, and (2) towelettes.	2	24.00	48.00T
	Subtotal			48.00
CPR1 100%	CPR1 100% Discount		-100.00%	-48.00

Client Signature:

Subtotal:
Sales Tax: (10.25%)
Total:

P: (855) 888-CPR1
F: (855) 801-8884
www.CPR1.com

Pricing on estimate is valid for 30 days.

CPR1

Estimate

3652 Ocean Ranch Blvd.
Oceanside, CA 92056

Date: 8/22/2024
Estimate: 8711

Bill To	Ship To
AIMS Middle School 171 12th ST Oakland,Ca 94607	AIMS Middle School 171 12th ST Oakland,Ca 94607

Terms: Net 30

Item	Description	Qty	Price	Total
AEDTS-Adultw/Ped	Annual AED Total Solution (Adult & Pediatric). Includes: Physician provided Medical Oversight, Direction, and Prescription; Written Policies and Procedures; Assigned AED Total Solution Specialist; Customized AED Total Solution Web Portal and Mobile App for Android and iOS (AED Tracking - Site, Location, Serial Number; Battery/Electrode Tracking; Documented inspection histories; CPR/AED Certification Tracking; Automated email notifications and alerts); Automatic no-cost replacement of pads and batteries for expiration or use, sent direct to AED location; State/Local AED registration as required; Liability and Safety Consultation; Post Event Services (Data Download and required Physician review, AED Refurbishment, post-event coordination)	2	259.00	518.00
Shipping Charge	Shipping Charge		20.00	20.00

Client Signature: _____

Subtotal:	$2,169.40
Sales Tax: (10.25%)	$167.22
Total:	**$2,336.62**

P: (855) 888-CPR1
F: (855) 801-8884
www.CPR1.com

Pricing on estimate is valid for 30 days.

Coversheet

CPR1 AED - AIMS HS

Section: V. Action Items
Item: V. CPR1 AED - AIMS HS
Purpose: Vote
Submitted by:
Related Material: CPR1 AED - AIMS HS.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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: CPR1 - EAD and AED supplies - AIMS College Prep High School
Is this item a: ☐ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

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

If no: Explain why:
This item will be reviewed during the finance committee on 8/27/23.

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: $ $2,747.43

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER IIII

CPR1

Estimate

3652 Ocean Ranch Blvd.
Oceanside, CA 92056

Date: 8/22/2024
Estimate: 8712

Bill To	Ship To
AIMS High School 746 Grand Ave Oakland, Ca 94610	AIMS High School 746 Grand Ave Oakland, Ca 94610

Terms: Net 30

Item	Description	Qty	Price	Total
M5066A C02-Onsite (...	Philips HeartStart OnSite AED includes 4-Year Battery, 2-Year Adult Pads Cartridge, Slim Carrying Case, 8-Year Warranty.	1	1,479.00	1,479.00T
	Subtotal			1,479.00
20%	20% DISCOUNT		-20.00%	-295.80
M5071A	Philips HeartStart OnSite Adult Pads Cartridge, 2-Year	2	79.00	158.00T
M5072A	Philips HeartStart OnSite Infant/Child Pads Cartridge (Patients 1 - 8 years & < 55 lbs or 25 kg), 2-Year	1	115.00	115.00T
M5070A	Philips HeartStart OnSite/FRx Battery, 4-Year	2	189.00	378.00T
	Subtotal			651.00
10%	10% Discount		-10.00%	-65.10
FRK-RD	First Responder Kit - Red. Includes items typically needed in a cardiac arrest event. The nylon, zippered pouch contains (1) pair of nitrile gloves, a pocket CPR mask, scissors, razor, and (2) towelettes.	3	24.00	72.00T
	Subtotal			72.00
CPR1 100%	CPR1 100% Discount		-100.00%	-72.00

Client Signature:

Subtotal:
Sales Tax: (10.25%)
Total:

P: (855) 888-CPR1
F: (855) 801-8884
www.CPR1.com

Pricing on estimate is valid for 30 days.

CPR1

Estimate

3652 Ocean Ranch Blvd.
Oceanside, CA 92056

Date: 8/22/2024
Estimate: 8712

Bill To	Ship To
AIMS High School 746 Grand Ave Oakland, Ca 94610	AIMS High School 746 Grand Ave Oakland, Ca 94610

Terms: Net 30

Item	Description	Qty	Price	Total
AEDTS-Adultw/Ped	Annual AED Total Solution (Adult & Pediatric). Includes: Physician provided Medical Oversight, Direction, and Prescription; Written Policies and Procedures; Assigned AED Total Solution Specialist; Customized AED Total Solution Web Portal and Mobile App for Android and iOS (AED Tracking - Site, Location, Serial Number; Battery/Electrode Tracking; Documented inspection histories; CPR/AED Certification Tracking; Automated email notifications and alerts); Automatic no-cost replacement of pads and batteries for expiration or use, sent direct to AED location; State/Local AED registration as required; Liability and Safety Consultation; Post Event Services (Data Download and required Physician review, AED Refurbishment, post-event coordination)	3	259.00	777.00
Shipping Charge	Shipping Charge		20.00	20.00

Client Signature: _____

Subtotal:	$2,566.10
Sales Tax: (10.25%)	$181.33
Total:	**$2,747.43**

P: (855) 888-CPR1
F: (855) 801-8884
www.CPR1.com

Pricing on estimate is valid for 30 days.

Coversheet

CPR 1 AED - AIPCS II

Section: V. Action Items
Item: W. CPR 1 AED - AIPCS II
Purpose: Vote
Submitted by:
Related Material: CPR 1 AED - 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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: CPR1 - EAD and AED supplies - American Indian Public Charter School II
Is this item a: ☐ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

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

If no: Explain why:
This item will be reviewed during the finance committee on 8/27/23.

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: $ 3,794.89

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER IIII

CPR1

Estimate

3652 Ocean Ranch Blvd.
Oceanside, CA 92056

Date: 8/22/2024
Estimate: 8710

Bill To	Ship To
AIPCS-2 171 12th ST Oakland,Ca 94607	AIPCS-2 171 12th ST Oakland,Ca 94607

Terms: Net 30

Item	Description	Qty	Price	Total
M5066A C02-Onsite (...	Philips HeartStart OnSite AED includes 4-Year Battery, 2-Year Adult Pads Cartridge, Slim Carrying Case, 8-Year Warranty.	2	1,479.00	2,958.00T
	Subtotal			2,958.00
20%	20% DISCOUNT		-20.00%	-591.60
CB2-Sn	Cubix compact non-alarmed defibrillator wall cabinet with view window; measures 14 3/4"L x 11 5/8"H x 6 3/4"W.	1	109.65	109.65T
M5071A	Philips HeartStart OnSite Adult Pads Cartridge, 2-Year	1	79.00	79.00T
M5072A	Philips HeartStart OnSite Infant/Child Pads Cartridge (Patients 1 - 8 years & < 55 lbs or 25 kg), 2-Year	2	115.00	230.00T
M5070A	Philips HeartStart OnSite/FRx Battery, 4-Year	1	189.00	189.00T
	Subtotal			607.65
10%	10% Discount		-10.00%	-60.77
FRK-RD	First Responder Kit - Red. Includes items typically needed in a cardiac arrest event. The nylon, zippered pouch contains (1) pair of nitrile gloves, a pocket CPR mask, scissors, razor, and (2) towelettes.	2	24.00	48.00T
	Subtotal			48.00
CPR1 100%	CPR1 100% Discount		-100.00%	-48.00

Client Signature:

Subtotal:
Sales Tax: (10.25%)
Total:

P: (855) 888-CPR1
F: (855) 801-8884
www.CPR1.com

Pricing on estimate is valid for 30 days.

CPR1

Estimate

3652 Ocean Ranch Blvd.
Oceanside, CA 92056

Date: 8/22/2024
Estimate: 8710

Bill To	Ship To
AIPCS-2 171 12th ST Oakland,Ca 94607	AIPCS-2 171 12th ST Oakland,Ca 94607

Terms: Net 30

Item	Description	Qty	Price	Total
AEDTS-Adultw/Ped	Annual AED Total Solution (Adult & Pediatric). Includes: Physician provided Medical Oversight, Direction, and Prescription; Written Policies and Procedures; Assigned AED Total Solution Specialist; Customized AED Total Solution Web Portal and Mobile App for Android and iOS (AED Tracking - Site, Location, Serial Number; Battery/Electrode Tracking; Documented inspection histories; CPR/AED Certification Tracking; Automated email notifications and alerts); Automatic no-cost replacement of pads and batteries for expiration or use, sent direct to AED location; State/Local AED registration as required; Liability and Safety Consultation; Post Event Services (Data Download and required Physician review, AED Refurbishment, post-event coordination)	2	259.00	518.00
Shipping Charge	Shipping Charge		65.00	65.00

Client Signature: _____

Subtotal:	$3,496.28
Sales Tax: (10.25%)	$298.61
Total:	**$3,794.89**

P: (855) 888-CPR1
F: (855) 801-8884
www.CPR1.com

Pricing on estimate is valid for 30 days.

Coversheet

Apple Store - AIPCS II

Section: V. Action Items
Item: X. Apple Store - AIPCS II
Purpose: Vote
Submitted by:
Related Material: Apple Store - 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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: Apple Store - Site leader laptops, i-Pads - 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:
This item will be reviewed during the finance committee on 8/27/23.

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: $ 16,442.04
Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER IIII

Apple Store for Education Institution

Proposal

Proposal Number

2111803590

Account Number/Name

1241663

AMERICAN INDIAN MODEL SCHOOLS

Created On

08/22/2024

Created By

Alexander Lee

Thank you for creating your proposal, details are provided below. You can access this proposal from your Apple Store for Education Institution by searching proposal number 2111803590.

Comments from Proposer:

For AIPCSII ESSER III

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	Z1C8 14-inch MacBook Pro: Space Gray Specifications • System on a Chip (Processor): Apple M3 chip with 8-core CPU, 10-core GPU, 16-core Neural Engine • Memory: 16GB unified memory • Storage: 512GB SSD storage • Power Adapter: 70W USB-C Power Adapter • Thunderbolt: Two Thunderbolt / USB 4 ports, HDMI port, SDXC card slot, headphone jack, MagSafe 3 port • Display: 14-inch Liquid Retina XDR display • Pro Apps Bundle for Education: None • Keyboard Language: Backlit Magic Keyboard with Touch ID - US English • Accessory Kit: Accessory Kit	6	1,699.00 Recycle Fee	10,194.00 USD 24.00 USD
2	SD6L2LL/A 3-Year AppleCare+ for Schools - 14-inch MacBook Pro	6	199.00	1,194.00 USD
3	MPQ03LL/A 10.9-inch iPad Wi-Fi 64GB - Silver	9	329.00 Recycle Fee	2,961.00 USD 36.00 USD
4	MUWA3AM/A	9	69.00	621.00 USD

Apple Pencil (USB-C)	

Subtotal	15,030.00 USD
Estimated Tax	1,412.04 USD
Total	16,442.04 USD

Please note that your order subtotal does not include sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed. Your order total may include estimated sales tax that is subject to change at the time your order is processed.

How to Order

If you would like to convert this Proposal to an order, log into your Apple Store for Education Institution and select 'Proposal' from the pull-down menu. Search for this Proposal by entering the Proposal Number referenced above.

Note: A Purchaser login is required to order. Visit your Apple Store for Education Institution to login or create your Purchaser Apple ID.

The prices and specifications above correspond to those valid at the time the Proposal was created and are subject to change. Purchases are subject to the terms and conditions of your agreement with Apple and the Apple Store for Education Institution.

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Coversheet

Apple Store - AIMS HS

Section: V. Action Items
Item: Y. Apple Store - AIMS HS
Purpose: Vote
Submitted by:
Related Material: Apple Store - AIMS HS.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 Director
Date of Submission (MM/DD/YYYY): 8/22/24

Item Details

Title of Item: Apple Store - Site leader laptops, i-Pads - AIMS HS
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:
This item will be reviewed during the finance committee on 8/27/23.

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: $ 13,480.31
Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☑ Other: ESSER IIII

Apple Store for Education Institution

Proposal

Proposal Number

2111803591

Account Number/Name

1241663

AMERICAN INDIAN MODEL SCHOOLS

Created On

08/22/2024

Created By

Alexander Lee

Thank you for creating your proposal, details are provided below. You can access this proposal from your Apple Store for Education Institution by searching proposal number 2111803591.

Comments from Proposer:

For AIMS HS ESSERIII

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	MPQ03LL/A 10.9-inch iPad Wi-Fi 64GB - Silver	7	329.00 Recycle Fee	2,303.00 USD 28.00 USD
2	MUWA3AM/A Apple Pencil (USB-C)	7	69.00	483.00 USD
3	Z1C8 14-inch MacBook Pro: Space Gray Specifications • System on a Chip (Processor): Apple M3 chip with 8-core CPU, 10-core GPU, 16-core Neural Engine • Memory: 16GB unified memory • Storage: 512GB SSD storage • Power Adapter: 70W USB-C Power Adapter • Thunderbolt: Two Thunderbolt / USB 4 ports, HDMI port, SDXC card slot, headphone jack, MagSafe 3 port • Display: 14-inch Liquid Retina XDR display • Pro Apps Bundle for Education: None • Keyboard Language: Backlit Magic Keyboard with Touch ID - US English • Accessory Kit: Accessory Kit	5	1,699.00 Recycle Fee	8,495.00 USD 20.00 USD
4	SD6L2LL/A 3-Year AppleCare+ for Schools - 14-inch	5	199.00	995.00 USD

MacBook Pro	

Subtotal	12,324.00 USD
Estimated Tax	1,156.31 USD
Total	13,480.31 USD

Please note that your order subtotal does not include sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed. Your order total may include estimated sales tax that is subject to change at the time your order is processed.

How to Order

If you would like to convert this Proposal to an order, log into your Apple Store for Education Institution and select 'Proposal' from the pull-down menu. Search for this Proposal by entering the Proposal Number referenced above.

Note: A Purchaser login is required to order. Visit your Apple Store for Education Institution to login or create your Purchaser Apple ID.

The prices and specifications above correspond to those valid at the time the Proposal was created and are subject to change. Purchases are subject to the terms and conditions of your agreement with Apple and the Apple Store for Education Institution.

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Coversheet

Masks for students and staff - AIPCS II

Section: V. Action Items
Item: Z. Masks for students and staff - AIPCS II
Purpose: Vote
Submitted by:
Related Material: New - Masks for staff and students.pdf

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

Submitter Information

Full Name: Marisol Magana
Position/Title: Director of Health & School Support Services
Department: Schools
Date of Submission (MM/DD/YYYY): 8/29/2024

Item Details

Title of Item: Mask purchase for students and staff
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:
This will go before the finance committee meeting on 9/4/24

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 9/30/2024

Financial Information (if applicable):

Total Cost: $ $13,244.38

Is this expenditure included in the annual budget?

☐ Yes ☑ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ESSER III

All Enter keyword or product number

Education supplies

All Back to School Buy Again Simplify Your Reporting EN Hello, Alexis Account for American India... Lists Business Prime 99+

Shop now **Alexis,** treat your employees and clients to an **Amazon Gift Card.**



Shopping Cart

Price



Kids Face Masks Disposable Mask 100 Pcs Children Sized Breathable

$10.55

Typical price: ~~$11.99~~

In Stock

Two-Day

FREE delivery **Thu, Aug 29**

FREE Returns

Color: Kids Black 100pcs

Savings: **$1.44** (12%)

Quantity Price

Qty: **608** Delete Save for later

Compare with similar items Share



KN95 Masks Disposable for Kids, 100 Pack Individually Wrapped

$16.99

Price ~~$19.99~~

In Stock

FREE delivery for Prime members

Business Savings: **$3.00** (15%)

Quantity Price

Qty: **202** Delete Save for later

Compare with similar items Share

Subtotal (810 items): **$9,846.38**

Subtotal (810 items): **$9,846.38**

This order contains a gift

Proceed to checkout

Bulk savings to consider



Face Mask Kn95 Masks for Protection 50 Pcs...
13,591
$12.59
See all buying options



MedPride Powder-Free Nitrile Exam Gloves,...
92,735
$70.81
See all buying options



Basic Synmax Vinyl Exam Gloves - Latex-...
831
$30.15
See all buying options



Basic Medical Synmax Vinyl Exam Gloves -...
2,182
$34.65
See all buying options



Dove Body Wash Deep Moisture, 72 Oz, Pack...
115,658
5 offers from $50.49
See all buying options



Inspire Medical Gloves Exam Gloves | Powder...
954
$68.30
See all buying options

Your Items

Saved for later (7 items) Buy it again

Medical procedure masks (4) Medical gauze (1)



LEMENT 50pcs KN95 Face Mask Black 5 Layer Cup Dust…

$16.99 List Price: ~~$29.99~~

Savings: **$13.00** (43%)

Quantity Price

Save 20% Clip Coupon

10K+ bought in past month

In Stock

Climate Pledge Friendly

Size: 1 Count (Pack of 50)

Color: 50pcs

Move to cart

Delete

Add to list

Compare with similar items



Kids Face Masks Disposable Mask 100 Pcs Children Sized…

$10.55 Typical price: ~~$11.99~~

Savings: **$1.44** (12%)

Quantity Price

100+ bought in past month

In Stock

& FREE Returns

Color: Kids Black 100pcs

Move to cart

Delete

Add to list

Compare with similar items



KN95 Masks Disposable for Kids, 100 Pack Individually…

$16.99 Price ~~$19.99~~

Business Savings: **$3.00** (15%)

Quantity Price

200+ bought in past month

In Stock

Move to cart

Delete

Add to list

Compare with similar items



LEMENT 50pcs KN95 Face Mask Black 5 Layer Cup Dust…

$17.99 List Price: ~~$29.99~~

Savings: **$12.00** (40%)

Quantity Price

Save 20% Clip Coupon

10K+ bought in past month

In Stock

Climate Pledge Friendly

Size: 1 Count (Pack of 50)

Color: 50pcs

Move to cart

Delete

Add to list

Compare with similar items



Kleenex® Professional Facial Tissues, Bulk…

13,674

$26.71

See all buying options



Hygenix 3ply Disposable Face Mask…

24,727

$11.99

See all buying options



1000 Pcs Black Disposable Face Mask (10 Boxes, 100pcs…

$73.58 Typical price: ~~$79.99~~

Savings: **$6.41** (8%)

Quantity Price

In Stock

Shipped from: DR.MOXA

Item Package Quantity: 1000

Move to cart

Delete

Add to list

Compare with similar items



Dove Deodorant (Pack of 6) 5.07 Oz

$23.02

900+ bought in past month

Only 7 left in stock - order soon.

Shipped from: Pro Saver Inc

We updated this item to the best offer currently available at Amazon. The price increased by $1.15.
Learn more

Move to cart

Delete

Add to list

Compare with similar items



DermaScience Surgitube Tubular Gauze Metal Applica…

$31.95

100+ bought in past month

In Stock

FREE Returns

We updated this item to the best offer currently available at Amazon. The price increased by $16.16.
Learn more

Move to cart

Delete

Add to list

Compare with similar items

The price and availability of items at Amazon.com are subject to change. The Cart is a temporary place to store a list of you
Learn more
Do you have a gift card or promotional code? We'll ask you to enter your claim code when it's time to pay.

Complete your basket with these items



FASAOH KN95 Face Mask...
234
Amazon's Choice in Cup Dust Safety Disposable Masks
$16.05 ($0.16/Count)
FREE One-Day Get it
Tomorrow, Aug 28
Climate Pledge Friendly
Add to cart



HALIDODO 60 Packs...
15,265
Amazon's Choice in Disposable Respirator Safety Masks
$19.99 ($0.33/Count)
FREE One-Day Get it
Tomorrow, Aug 28
Add to cart



Old South Trading KN95...
618
$9.89 ($0.20/Count)
FREE One-Day Get it
Tomorrow, Aug 28
Add to cart



FENFEN Kids KN95 Face...
548
$16.59 ($0.33/Count)
FREE Delivery
Thursday, Aug 29
Add to cart



KN95 Face Masks fo
4,187
$17.59 ($0.35/Cour
FREE Delivery
Thursday, Aug 29
Add to cart

Have an idea to help us improve? **Send feedback** ›

Get to Know Us
Careers
Blog
About Amazon
Sustainability
Press Center
Investor Relations
Amazon Devices

Let Us Help You
Customer Service
Shipping Rates & Policies
Business FAQ
Contact Us

Work with Amazon
Sell on Amazon Business
Sell on Amazon
Fulfillment By Amazon
Advertise on Amazon
Amazon Global Selling

Business Solutions
Amazon Business app
Amazon Business Solutions
Manage Suppliers
Purchasing Systems
Amazon Business Card
Pay by Invoice Purchasing Line
Amazon Business Blog

Buy For Your Business
Buy wholesale
Today's Deals
Buy Again
PPE for Work
Request for quote

Scan the QR code to download the new Amazon Business app

GET IT ON Google Play
Download on the App Store

English | United States

Alexa Actionable Analytics for the Web
Sell on Amazon Start a Selling Account
Amazon Marketing Services Self-service Advertising Solutions
Amazon Payments Login and Pay with Amazon
Amazon Web Services Scalable Cloud Computing Services
Mechanical Turk On-demand Scalable Workforce
Buy for Others Kindle eBook Bulk Buying Solution

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© 1996-2024, Amazon.com, Inc. or its affiliates

All Enter keyword or product number

Education supplies

All Back to School Buy Again Simplify Your Reporting EN Hello, Alexis Account for American India... Lists Business Prime 99+

Important messages about items in your Cart:

The item LEMENT 50pcs KN95 Face Mask Black 5 Layer Cup Dust Safety Masks Filter Efficiency≥95% Breathable Elastic Ear Loops Black Masks from this seller has a limit of 200 per customer. We have updated your quantity of LEMENT 50pcs KN95 Face Mask Black 5 Layer Cup Dust Safety Masks Filter Efficiency≥95% Breathable Elastic Ear Loops Black Masks to 200.

Shop now **Alexis,** treat your employees and clients to an **Amazon Gift Card.**



Shopping Cart

Price



LEMENT 50pcs KN95 Face Mask Black 5 Layer Cup Dust Safety

$16.99

List Price: ~~$29.99~~

In Stock

One-Day

FREE delivery **Tomorrow 10 AM - 3 PM**

Climate Pledge Friendly

Size: 1 Count (Pack of 50)

Color: 50pcs

Savings: **$13.00** (43%)

Quantity Price

Save 20%

Clip Coupon

Qty: **200** Delete Save for later

Compare with similar items Share

Subtotal (200 items): **$3,398.00**

Subtotal (200 items): **$3,398.00**

This order contains a gift

Proceed to checkout

Bulk savings to consider



Face Mask Kn95 Masks for Protection 50 Pcs...

13,591

2 offers from $12.95

See all buying options



MedPride Powder-Free Nitrile Exam Gloves,...

92,735

1 offer from $71.89

See all buying options



Basic Synmax Vinyl Exam Gloves - Latex-...

831

$30.15

See all buying options



Basic Medical Synmax Vinyl Exam Gloves -...

2,182

$34.65

See all buying options



Dove Body Wash Deep Moisture, 72 Oz, Pack...

115,658

5 offers from $50.49

See all buying options

Your Items

Saved for later (7 items) Buy it again

Medical procedure masks (4) Medical gauze (1)



Kids Face Masks Disposable Mask 100 Pcs Children Sized...



KN95 Masks Disposable for Kids, 100 Pack Individually...

$10.55 Typical price: ~~$11.99~~

Savings: **$1.44** (12%)
Quantity Price
100+ bought in past month
In Stock
& FREE Returns
Color: Kids Black 100pcs

Move to cart

Delete
Add to list
Compare with similar items

$16.99 Price ~~$19.99~~

Business Savings: **$3.00** (15%)
Quantity Price
200+ bought in past month
In Stock

Move to cart

Delete
Add to list
Compare with similar items



LEMENT 50pcs KN95 Face Mask Black 5 Layer Cup Dust…

$16.99 List Price: ~~$29.99~~

Savings: **$13.00** (43%)
Quantity Price
Save 20% Clip Coupon
10K+ bought in past month
In Stock

Climate Pledge Friendly
Size: 1 Count (Pack of 50)
Color: 50pcs

Move to cart

Delete
Add to list
Compare with similar items



LEMENT 50pcs KN95 Face Mask Black 5 Layer Cup Dust…

$17.99 List Price: ~~$29.99~~

Savings: **$12.00** (40%)
Quantity Price
Save 20% Clip Coupon
10K+ bought in past month
In Stock

Climate Pledge Friendly
Size: 1 Count (Pack of 50)
Color: 50pcs

Move to cart

Delete
Add to list
Compare with similar items



1000 Pcs Black Disposable Face Mask (10 Boxes, 100pcs…

$73.58 Typical price: ~~$79.99~~

Savings: **$6.41** (8%)
Quantity Price



Dove Deodorant (Pack of 6) 5.07 Oz

$23.02

900+ bought in past month
Only 7 left in stock - order soon.



Inspire Medical Gloves Exam Gloves | Powder…
954
$68.30
See all buying options



Kleenex® Professional Facial Tissues, Bulk…
13,674
70 offers from $22.65
See all buying options



Hygenix 3ply Disposable Face Mask…
24,727
2 offers from $11.99
See all buying options

In Stock
Shipped from: DR.MOXA
Item Package Quantity: 1000

Move to cart

Delete
Add to list
Compare with similar items

Shipped from: Pro Saver Inc
We updated this item to the best offer currently available at Amazon. The price increased by $1.15.
Learn more

Move to cart

Delete
Add to list
Compare with similar items



DermaScience Surgitube Tubular Gauze Metal Applica…

$31.95

100+ bought in past month
In Stock
FREE Returns
We updated this item to the best offer currently available at Amazon. The price increased by $16.16.
Learn more

Move to cart

Delete
Add to list
Compare with similar items

The price and availability of items at Amazon.com are subject to change. The Cart is a temporary place to store a list of you
Learn more
Do you have a gift card or promotional code? We'll ask you to enter your claim code when it's time to pay.

Complete your basket with these items



Funight KN95 Face Masks…
33,299
Amazon's Choice in Disposable Respirator Safety Masks
$19.98 ($0.40/Count)
FREE One-Day Get it
Tomorrow, Aug 28
Add to cart



KN95 Face Mask Disposa…
961
$22.99 ($0.23/Count)
FREE Delivery
Thursday, Aug 29
Add to cart



Purell Advanced Hand…
11,210
#1 Best Seller in Bulk Quantity Hand Sanitizers
$12.99 ($1.62/Fl Oz)
FREE Delivery
Thursday, Aug 29
Add to cart



KN95 Face Masks Adults…
357
$16.99 ($0.17/Count)
FREE Delivery
Thursday, Aug 29
Add to cart



ZIYE 100 Pcs Multicc
30,997
$9.76 ($0.10/Count)
FREE One-Da
Tomorrow, Aug 28
Add to cart

Have an idea to help us improve? **Send feedback** ›

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Coversheet

High School Uniforms

Section: V. Action Items
Item: AA. High School Uniforms
Purpose: Vote
Submitted by:
Related Material: New_ HS Uniforms.pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: AIMS HS

Item Details

Title of Item: High School Student Uniforms PO 10053 and 10038
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☑ 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:
New submission

Deadline Information

Is there a submission deadline for this item?
☑ Yes ☐ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 08/06/24

Financial Information (if applicable):

Total Cost: $ $13622.09
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☑ LCAP ☐ Other:

Purchase Order

American Indian Model Schools
171 12th Street
Oakland, California 94607 United States

P.O. No.	10038
Date	08/01/2024
Due date	
Terms	
Requisitioner	Chaniel Clark
Quote #	
Shipping	

Vendor
RushOrderTees
2727 Commerce Way
Phila, PA 19154 United States

Ship to
American Indian Model Schools
171 12th Street
Oakland, California 94607 United States

Line	Description	Quantity	U/M	Price	Amount
1	Student Uniforms	1	ea	7,731.90	7,731.90

Comments

Sub-total	7,731.90
Taxes (0.00%)	0.00
Total	**7,731.90**

RUSH ORDER TEES

2727 Commerce Way, Philadelphia, PA 19154

Reorders are easy!
Call (800) 620-1233
orders@rushordertees.com

Invoice #2367608

Order Placed on August 01, 2024

EDIT YOUR ORDER

Pay with Purchase Order/Check

1: Download our W-9 Tax Form. Your organization requires it prior to paying us.
2: Fax your P.O. to (815) 331-0632 or email orders@rushordertees.com
3: Call (800) 620-1233 to confirm receipt
4: Mail check payable to Rush Order Tees, 2727 Commerce Way, Philadelphia, PA 19154

Pay Now Online

CREDIT CARD

or Pay by Phone at (800) 620-1233

Delivery Date: Monday, August 12, 2024

- **Order in Progress**
  Chaniel Clark
  746 Grand Avenue
  Oakland, California 94610

Billing Info

AIMS College Prep High School
Chaniel Clark
746 Grand Ave
Oakland, California 94610

Purchase Order #10038

Design Name	Qty	Size	Item Color & Spec	Item Description	Price/Piece	Subtotal
Design 1	100	S	White | Embroidery Front-Left Chest	G880 Adult 6 oz., 50/50 Jersey Polo	$15.64	$1,564.00
Design 1	100	M	White | Embroidery Front-Left Chest	G880 Adult 6 oz., 50/50 Jersey Polo	$15.64	$1,564.00
Design 1	75	L	White | Embroidery Front-Left Chest	G880 Adult 6 oz., 50/50 Jersey Polo	$15.64	$1,173.00
Design 1	50	XL	White | Embroidery Front-Left Chest	G880 Adult 6 oz., 50/50 Jersey Polo	$15.64	$782.00

Design Name	Qty	Size	Item Color & Spec	Item Description	Price/Piece	Subtotal
Design 1	25	2XL	White | Embroidery Front-Left Chest	G880 Adult 6 oz., 50/50 Jersey Polo	$15.64	$391.00
Design 1	10	3XL	White | Embroidery Front-Left Chest	G880 Adult 6 oz., 50/50 Jersey Polo	$15.64	$156.40
Design 1	20	YXL	White | Embroidery Front-Left Chest	G880B Youth 6 oz., 50/50 Jersey Polo	$15.29	$305.80

Subtotal (380 Items): **$5,936.20**

Delivery on **August 12, 2024**: **$1187.24**

Tax: **$608.46**

Grand Total: $7,731.90

Paid: **$0.00**

Remaining Balance: **$7,731.90**

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ **Go to *www.irs.gov/FormW9* for instructions and the latest information.**

Give Form to the requester. Do not send to the IRS.

Print or type. See **Specific Instructions** on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Printfly Corporation

2 Business name/disregarded entity name, if different from above
Rush Order Tees

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☑ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.
2727 Commerce Way

Requester's name and address (optional)

6 City, state, and ZIP code
Philadelphia, PA 19154

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN,* later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number
[ ][ ][ ] - [ ][ ] - [ ][ ][ ][ ]

or

Employer identification number
5 5 - 0 7 9 8 0 8 7

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | **Signature of U.S. person** ▶ [signature] **Date** ▶ 9/28/20

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9.*

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

Purchase Order

American Indian Model Schools
171 12th Street
Oakland, California 94607 United States

P.O. No.	10053
Date	08/06/2024
Due date	
Terms	
Requisitioner	Chaniel Clark
Quote #	
Shipping	

Vendor
RushOrderTees
2727 Commerce Way
Phila, PA 19154 United States

Ship to
American Indian Model Schools
171 12th Street
Oakland, California 94607 United States

Line	Description	Quantity	U/M	Price	Amount
1	Student Uniforms	1	ea	5,890.19	5,890.19

Comments

Sub-total	5,890.19
Taxes (0.00%)	0.00
Total	**5,890.19**

RUSH ORDER TEES

2727 Commerce Way, Philadelphia, PA 19154

Reorders are easy!
Call (800) 620-1233
orders@rushordertees.com

Invoice #2373655

Order Placed on August 06, 2024

Pay with Check

Mail Check Payable To:
Rush Order Tees
2727 Commerce Way
Philadelphia, PA 19154

Need our W-9 Tax Form? Download Here

Pay Now Online

CREDIT CARD affirm Pay over time

or Pay by Phone at (800) 620-1233

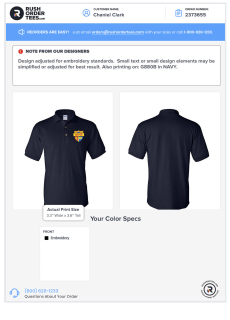
Delivery Date: Friday, August 23, 2024

- **Order in Progress**
  AIMS College Prep High Schoo
  Chaniel Clark
  746 Grand Avenue
  Oakland, California 94610

Billing Info

AIMS College Prep High School
AIMS HS
Chaniel Clark
746 Grand Ave
Oakland, California 94610

Purchase Order #PO 10053 (Download Copy of PO)

Design Name	Qty	Size	Item Color & Spec	Item Description	Price/Piece	Subtotal
 						
Polo	100	S	Navy | Embroidery Front-Left Chest	G880 Adult 6 oz., 50/50 Jersey Polo	$15.64	$1,564.00

Design Name	Qty	Size	Item Color & Spec	Item Description	Price/Piece	Subtotal
Polo	100	M	Navy | Embroidery Front-Left Chest	G880 Adult 6 oz., 50/50 Jersey Polo	$15.64	$1,564.00
Polo	75	L	Navy | Embroidery Front-Left Chest	G880 Adult 6 oz., 50/50 Jersey Polo	$15.64	$1,173.00
Polo	50	XL	Navy | Embroidery Front-Left Chest	G880 Adult 6 oz., 50/50 Jersey Polo	$15.64	$782.00
Polo	25	2XL	Navy | Embroidery Front-Left Chest	G880 Adult 6 oz., 50/50 Jersey Polo	$15.64	$391.00
Polo	10	3XL	Navy | Embroidery Front-Left Chest	G880 Adult 6 oz., 50/50 Jersey Polo	$15.64	$156.40
Polo	20	YXL	Navy | Embroidery Front-Left Chest	G880B Youth 6 oz., 50/50 Jersey Polo	$15.29	$305.80

Subtotal (380 Items): **$5,936.20**

Discount: **$-593.62**

Delivery on **August 23, 2024**: **FREE**

Tax: **$547.61**

Grand Total: $5,890.19

Paid: **$0.00**

Remaining Balance: **$5,890.19**

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ **Go to *www.irs.gov/FormW9* for instructions and the latest information.**

Give Form to the requester. Do not send to the IRS.

Print or type. See **Specific Instructions** on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Printfly Corporation

2 Business name/disregarded entity name, if different from above

Rush Order Tees

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☑ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

2727 Commerce Way

Requester's name and address (optional)

6 City, state, and ZIP code

Philadelphia, PA 19154

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN,* later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			–			–				

or

Employer identification number

5	5	–	0	7	9	8	0	8	7

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | **Signature of U.S. person ▶** [signature] **Date ▶** 9/28/20

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

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Purpose of Form

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- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

Coversheet

ESSER III AIPCS II - Plan Update

Section: V. Action Items
Item: AB. ESSER III AIPCS II - Plan Update
Purpose: Vote
Submitted by:
Related Material: NEW - ESSER III - AIPCS II - 2024-2025.pdf
NEW - ESSER III Executive Summary.pdf
New - ESSER III Plan Update cvr ltr.pdf

371211California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
American Indian Public Charter School II	Julia Li, Director of Schools	julia.li@aimsk12.org 510-893-8701

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	www.aimsk12.org
[Insert plan name here]	[Insert description of where the plan may be accessed here]

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

[$1,706,933]

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	[$105,205.07]
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	[$144,676.39]
Use of Any Remaining Funds	[$211,381.14]

Total ESSER III funds included in this plan

$461,262.60

Community Engagement

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

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

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

AIMS held meetings with various community members to provide input in the development of this plan

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

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

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

[$105,205.07]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	Ventilation	Buying ventilation fans and filters for the classroom is essential for COVID-19 safety. These fans help improve airflow, diluting and dispersing viral particles that may be present in the air. In enclosed spaces like classrooms, stagnant air can increase the risk of transmission. By using ventilation fans, you create a safer learning environment, reduce the likelihood of airborne transmission, and enhance overall air quality for students and staff - (3214)	$26,662.86
[Plan, Goal #, Action #]	Student desks	Student desks will be purchased for 4th and 5th grade to allow for students to have their own desks (3214)	$7,000
LCAP Goal 4 Action 3	Health Supplies	To maintain a safe and healthy school environment we will purchase health supplies. These supplies will include essential items such as masks, hand sanitizers, disinfectants, and other personal protective equipment (PPE). By providing these health supplies, we aim to	$14,000.

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		reduce the risk of illness and infection, ensuring the well-being of students, staff, and visitors. This initiative is a critical component of our strategy to support a safe learning environment and promote the overall health and safety of our school community (3214)	
LCAP Goal 4 Action 23	Janitorial Services	To ensure a clean and hygienic environment for our students, staff, and visitors we are allocating funds for janitorial services. By investing in comprehensive janitorial services, we aim to maintain a high standard of cleanliness and reduce the spread of germs and viruses, contributing to the health and safety of our entire school community. (3214)	$48,000
LCAP Goal 4 Action 23	Cleaning Supplies	Cleaning and sanitization supplies to maintain a safe and healthy environment for all students, staff, and visitors. These supplies will be used to ensure regular and thorough cleaning of classrooms, common areas, and high-touch surfaces, helping to reduce the spread of germs and viruses. By prioritizing cleanliness and hygiene, we are committed to creating a safe learning environment that supports the health and well-being of our school community. (3214)	$5542.21
	Office Chairs	Providing chairs in offices and classrooms with materials that are easier to clean and disinfect. Regular cleaning of chairs, especially in shared spaces, can help reduce the risk of surface contamination. (3214)	$4,000

Addressing the Impact of Lost Instructional Time

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

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

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[$144,676.39]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	Headphones for students	Purchasing headphones for students is vital for intervention and individualized learning. They provide the privacy needed to focus on personalized instruction without distractions, allowing full engagement with tailored materials. Headphones enable students to work at their own pace, ensuring they receive necessary support and fostering a more effective, inclusive learning environment. (3214)	$19,877.45
[Plan, Goal #, Action #]	Student Chromebooks	Student Chromebooks help mitigate learning loss by providing access to educational resources and enabling personalized learning at individual paces. They facilitate collaboration and enhance engagement through online platforms, supporting various learning styles with multimedia resources. This technology fosters an inclusive environment that addresses individual student needs effectively. (3218)	$45,000
[Plan, Goal #, Action #]	Instructional Materials and Supplies	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, student planners, class materials and supplies, fidget toys, voice projectors.	$32,288.44
	Instructional Materials and Supplies for after-school services	Instructional Materials and Supplies for after-school services	$6,000
	Math Intervention Books Kindergarten - 8th Grade	These resources are designed to provide targeted support to students who need additional help in mastering essential math skills. By offering tailored intervention materials, we aim to bridge learning gaps, reinforce	$11,544.40

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		foundational concepts, and ensure that all students have the tools they need to succeed in mathematics. educational outcomes and promote academic excellence across all grade levels.	
	Writing Intervention Books Kindergarten - 8th Grade	These books will provide targeted strategies and practice opportunities for students who need extra help in developing their writing abilities. By integrating these specialized resources into our curriculum, we aim to address writing challenges, improve student proficiency, and foster stronger writing skills across all grade levels.	$15,508.10
	Reading Intervention Books - Kindergarten - 8th Grade	These books will provide targeted support for students who need additional help in developing reading skills, including phonics, fluency, comprehension, and vocabulary. By incorporating these resources into our reading programs, we aim to address individual learning needs, improve reading outcomes, and ensure that all students have the tools necessary to succeed in their literacy development.	$14,458

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

[$211,381.14]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Vision to Learn	To support the health and well-being of our students, we are partnering with Vision to Learn to provide essential	$30,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		vision care services. This partnership will enable us to offer comprehensive eye screenings, eye exams, and, if needed, prescription glasses at no cost to our students. By ensuring that all students have access to the vision care they need, we aim to remove barriers to learning and enhance academic success.	
[Plan, Goal #, Action #]	Kidney Tables	Kidney tables are ideal for small group instruction and interventions in the classroom. Their curved shape promotes collaboration and easy communication among students, facilitating discussions and engagement. The design allows teachers to monitor groups effectively while providing ample surface area for materials and hands-on activities. This setup fosters an inclusive learning environment, enhancing peer interaction and support.	$7140
[Plan, Goal #, Action #]	Laptops, i-Pads, i-Pad pens, i-Pad cover headphones for administrator staff	Providing new laptops to all school sites boosts productivity by improving performance and speed, allowing staff to complete tasks more efficiently. Updated technology ensures access to the latest educational resources and reduces downtime from technical issues.	$20,000
[Plan, Goal #, Action #]	Miscellaneous technology: Projectors, Projector Lamps, TVs, Mouses, etc.	Miscellaneous technology to support teachers in the classroom with their instruction to be more efficient and present material in a clear and precise manner.	$10,080.34
[Plan, Goal #, Action #]	Network switch upgrade	To enhance our technological infrastructure and support a robust learning environment, we are upgrading our network switches. This upgrade will significantly improve network speed, reliability, and capacity, ensuring that students and staff have access to the necessary digital resources and online learning tools. By investing in our network infrastructure, we are committed to providing a	$9,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		seamless and efficient educational experience, both in the classroom and for remote learning scenarios.	
[Plan, Goal #, Action #]	Backup UPS power for network switches	Backup power to ensure all network switches are working at all times. This addition will ensure all wifi access points are running so that there will not be significant downtime to instructional times as a significant portion of the curriculum is online-based.	$6,000
	Visiplex - PA System, speakers and additional supplies	As part of our commitment to improving school safety and communication, we want to invest in a Visiplex Public Address (PA) System and additional related supplies. This advanced PA system will enable clear and effective communication throughout the school, ensuring that important announcements, emergency alerts, and daily updates are efficiently conveyed to students, staff, and visitors. By enhancing our communication capabilities, we aim to create a safer and more connected school environment that supports the well-being and security of our entire school community.	$15,000
[Plan, Goal #, Action #]	Attendance Incentives	Student attendance incentives, school SWAG, events, and activities for student engagement and outreach.	$76,511
	Emergency kits	To enhance school safety and preparedness AIMS will purchase emergency survival kits for students. These kits will be equipped with essential supplies, such as first aid items, food, water, and emergency tools, to support students and staff in the event of an emergency or natural disaster. By proactively investing in these resources, we are committed to ensuring the safety and well-being of our school community, providing peace of mind and readiness for unexpected situations.	$8,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	AED and AED supplies	To enhance health and safety measures, we are allocating funds to purchase Automated External Defibrillators (AEDs) and necessary supplies. These life-saving devices will be strategically placed throughout the school to ensure quick access in case of a cardiac emergency. By equipping our campus with AEDs and training staff on their use, we are prioritizing the health and safety of our students, staff, and visitors, ensuring a rapid response capability to emergencies and fostering a safer school environment.	$4000
LCAP, Goal 2, Action 5	Strobel Professional Development	Strobel Education delivered two professional development sessions for educators before the start of the school year. The first session focused on Data-Driven Decision Making, covering objectives, data source identification, relevant research, and data collection strategies. The second session addressed Classroom Management, providing effective strategies and techniques to enhance classroom culture.	$8,964.43
LCAP, Goal 2, Action 5	Teach like a Champion - Professional Development	In the Teach Like a Champion session, instructional staff learned strategies to increase student engagement and use observational data to refine their teaching. The session provided practical techniques for capturing students' attention and methods for analyzing observational data to improve instructional effectiveness.	$16,185.77

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Learning Loss	Benchmarks will be given to students throughout the year to see how they are performing	Every 6 weeks

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Executive Summary: ESSER III Expenditures

Overview:

American Indian Public Charter School II (AIPCS II), AIMS College Prep Middle School (AIMS MS), and AIMS College Prep High School (AIMS HS) have remaining funds through the Elementary and Secondary School Emergency Relief Fund (ESSER III) to support safe, continuous in-person learning, address learning loss due to the COVID-19 pandemic, and enhance the overall educational experience.

Remaining fund Allocations:

	AIMS MS	AIPCS II	AIMS HS
3214- Esser III		$342,100.60	$23,924
3218 (ELO - ESSER III)	$15,317	$43,748	$31,950
3219 (ELO - ESER III State Reserve)	$26,404	$75,414	$55,076
Total	**$41,721.00**	**$461,262.60**	**$110,950.00**

These funds are being strategically utilized to support continuous and safe in-person learning, address learning loss due to the COVID-19 pandemic, and enhance the overall educational experience. The deadline for spending these funds is September 30, 2024.

ESSER III Expenditures Summary:

Funds are allocated across several key areas to improve safety, educational support, and technology. Notable expenditures include:

- Ventilation Improvements
- Health Supplies
- Janitorial Services
- Student Chromebooks
- Instructional Materials and Supplies

- Technology for Administrators and Staff
- Emergency Kits and AED Supplie
- Professional Development: Focus on instructional improvements, including programs like "Teach Like a Champion" and "NWEA."

	AIMS MS	**AIPCS II**	**AIMS HS**
Ventilation		$26,662.86	$10,665
Student individual desks		$7,000	
Health Supplies		$14,000	
Janitorial Services		$48,000	
Cleaning Supplies		$5542.21	
Office Chairs		$4,000	
Headphones		$19,877.45	
Student Chromebooks	$15,000	$45,000.00	$15,000
Instructional Materials and Supplies		$32,288.44	
Instructional Materials and Supplies for after school services		$6,000	$6,257
Math Intervention Books Kindergarten - 8th Grade		$11,544.40	
Writing Intervention Books Kindergarten - 8th Grade		$15508.10	
Reading Intervention Books - Kindergarten - 8th Grade	$7,000	$14458	
Vision to Learn	$3,980.98	$30,000.00	$20,000
Kidney Tables		$7,140.00	
Laptops, i-Pads, i-Pad pens, i-Pad cover headphones for administrator staff		$20,000.00	$15,000
Miscellaneous technology: Projectors, Projector Lamps, TVs, Mouses, etc.		$10,080.34	$2000
Network switch upgrade		$9,000.00	
Backup UPS power for network switches		$6,000	
Visiplex - PA System, speakers and additional supplies		$15,000.00	
Attendance Incentives		$76,510.60	$7691.6
Emergency kits	$2,500.00	$8,500.00	$5,500

AED and AED supplies	$2,336.62	$4,000.00	$2,747.43
Strobel - Professional Development	$2,988.14	$8,964.43	$3,870.00
Teach like a Champion - Professional Development	$5,395.26	$16,185.77	$10,918.97
NWEA Professional Development	$2,520.00		$6,047.43
Security Cameras			$5252.39
Total	**$41,721.00**	**$461,262.60**	**$110,950.00**

Timeline:

We recognize the short timeline for purchasing all materials under the ESSER III plan. To meet the 9/30/24 deadline, we have already contacted vendors and obtained quotes to ensure timely payment.

We will submit purchase orders into our internal system by September 6th, 2024, and coordinate with the relevant approvers to expedite the approval and payment process. We will closely monitor expenditures to ensure that all funds are spent within the required timeframe.

Here is the proposed timeline:

- Board Approval on September 4, 2024
- POs created in Spendwise by COB September 6, 2024
- POs fully approved by COB September 13, 2024
- Items or services rendered September 17, 2024
- Items delivered/services rendered/projects completed by September 30, 2024.

Conclusion:

The ESSER III funding is instrumental in addressing the challenges posed by the COVID-19 pandemic, providing necessary resources to ensure student safety, enhance educational opportunities, and support overall well-being. By focusing on critical areas such as health, safety, technology, and targeted academic support, these funds will significantly contribute to creating a safe, inclusive, and effective learning environment for all students. The strategic allocation and timely execution of these resources reflect our commitment to fostering a holistic and resilient educational experience.

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: Schools
Date of Submission (MM/DD/YYYY): 8/29/2024

Item Details

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

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

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

If no: Explain why:
This will go before the finance committee meeting on 9/4/24

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 9/30/2024

Financial Information (if applicable):

Total Cost: $ AIMS MS - $41,721, AIPCS II - $461,262.60, AIMS HS - $110,950

Is this expenditure included in the annual budget?

☐ Yes ☑ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ESSER III

Coversheet

ESSER III AIMS MS Plan Update

Section: V. Action Items
Item: AC. ESSER III AIMS MS Plan Update
Purpose: Vote
Submitted by:
Related Material: NEW - ESSER III - AIMS MS - 2024-2025.pdf
NEW - ESSER III Executive Summary.pdf
New - ESSER III Plan Update cvr ltr.pdf

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep Middle School	Julia Li, Director of Schools	julia.li@aimsk12.org 510-893-8701

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	www.aimsk12.org
[Insert plan name here]	[Insert description of where the plan may be accessed here]

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

[$385,331]

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	[$ 0.00]
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	[$31,884]
Use of Any Remaining Funds	[$9837]

Total ESSER III funds included in this plan

$41,721

Community Engagement

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

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

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

AIMS held meetings with various community members to provide input in the development of this plan.

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

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

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

[$ 0.00]

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

Addressing the Impact of Lost Instructional Time

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

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

[$41,721]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Reading Intervention Books - 6th - 8th Grade	These books will provide targeted support for students who need additional help in developing reading skills, including phonics, fluency, comprehension, and vocabulary. By incorporating these resources into our reading programs, we aim to address individual learning needs, improve reading outcomes, and ensure that all students have the tools necessary to succeed in their literacy development. (3219)	$7,000
	Student Chromebooks	Student Chromebooks help mitigate learning loss by providing access to educational resources and enabling personalized learning at individual paces. They facilitate collaboration and enhance engagement through online platforms, supporting various learning styles with multimedia resources. This technology fosters an inclusive environment that addresses individual student needs effectively. (3218)	$15,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

[$48,500]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	Vision to Learn	To support the health and well-being of our students, we are partnering with Vision to Learn to provide essential vision care services. This partnership will enable us to offer comprehensive eye screenings, eye exams, and, if	[$5,000]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		needed, prescription glasses at no cost to our students. By ensuring that all students have access to the vision care they need, we aim to remove barriers to learning and enhance academic success. This initiative is part of our commitment to promoting equitable access to health services and supporting the holistic development of every student. (3219)	
[Plan, Goal #, Action #]	Emergency kits	To enhance school safety and preparedness AIMS will purchase emergency survival kits for students. These kits will be equipped with essential supplies, such as first aid items, food, water, and emergency tools, to support students and staff in the event of an emergency or natural disaster. By proactively investing in these resources, we are committed to ensuring the safety and well-being of our school community, providing peace of mind and readiness for unexpected situations. (3219)	[$2,500]
[Plan, Goal #, Action #]	AED and AED supplies	To enhance health and safety measures, we are allocating funds to purchase Automated External Defibrillators (AEDs) and necessary supplies. These life-saving devices will be strategically placed throughout the school to ensure quick access in case of a cardiac emergency. By equipping our campus with AEDs and training staff on their use, we are prioritizing the health and safety of our students, staff, and visitors, ensuring a rapid response capability to emergencies and fostering a safer school environment. (3219)	[$2336.62]
LCAP, Goal 2, Action 5	Teach like a Champion, Professional Development	In the Teach Like a Champion session, instructional staff learned strategies to increase student engagement and use observational data to refine their teaching. The session provided practical techniques for capturing students' attention and methods for analyzing observational data to	[$5395.26]

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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		improve instructional effectiveness. (3219)	
LCAP, Goal 2, Action 5	Teach like a Champion, Professional Development	This training focused on math and ELA diagnostic assessments, equipping educators with strategies to effectively administer and interpret these assessments. Participants learned how to use diagnostic tools to identify student strengths and areas for improvement, enabling targeted instruction and enhanced learning outcomes. (3219)	[$2520]
LCAP, Goal 2, Action 5	Teach like a Champion, Professional Development	Strobel Education delivered two professional development sessions for educators before the start of the school year. The first session focused on Data-Driven Decision Making, covering objectives, data source identification, relevant research, and data collection strategies. The second session addressed Classroom Management, providing effective strategies and techniques to enhance classroom culture. (3219)	[$2988.14]

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Learning Loss	Benchmarks will be given to students throughout the year to see how they are performing	Every 6 weeks

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Executive Summary: ESSER III Expenditures

Overview:

American Indian Public Charter School II (AIPCS II), AIMS College Prep Middle School (AIMS MS), and AIMS College Prep High School (AIMS HS) have remaining funds through the Elementary and Secondary School Emergency Relief Fund (ESSER III) to support safe, continuous in-person learning, address learning loss due to the COVID-19 pandemic, and enhance the overall educational experience.

Remaining fund Allocations:

	AIMS MS	AIPCS II	AIMS HS
3214- Esser III		$342,100.60	$23,924
3218 (ELO - ESSER III)	$15,317	$43,748	$31,950
3219 (ELO - ESER III State Reserve)	$26,404	$75,414	$55,076
Total	**$41,721.00**	**$461,262.60**	**$110,950.00**

These funds are being strategically utilized to support continuous and safe in-person learning, address learning loss due to the COVID-19 pandemic, and enhance the overall educational experience. The deadline for spending these funds is September 30, 2024.

ESSER III Expenditures Summary:

Funds are allocated across several key areas to improve safety, educational support, and technology. Notable expenditures include:

- Ventilation Improvements
- Health Supplies
- Janitorial Services
- Student Chromebooks
- Instructional Materials and Supplies

- Technology for Administrators and Staff
- Emergency Kits and AED Supplie
- Professional Development: Focus on instructional improvements, including programs like "Teach Like a Champion" and "NWEA."

	AIMS MS	**AIPCS II**	**AIMS HS**
Ventilation		$26,662.86	$10,665
Student individual desks		$7,000	
Health Supplies		$14,000	
Janitorial Services		$48,000	
Cleaning Supplies		$5542.21	
Office Chairs		$4,000	
Headphones		$19,877.45	
Student Chromebooks	$15,000	$45,000.00	$15,000
Instructional Materials and Supplies		$32,288.44	
Instructional Materials and Supplies for after school services		$6,000	$6,257
Math Intervention Books Kindergarten - 8th Grade		$11,544.40	
Writing Intervention Books Kindergarten - 8th Grade		$15508.10	
Reading Intervention Books - Kindergarten - 8th Grade	$7,000	$14458	
Vision to Learn	$3,980.98	$30,000.00	$20,000
Kidney Tables		$7,140.00	
Laptops, i-Pads, i-Pad pens, i-Pad cover headphones for administrator staff		$20,000.00	$15,000
Miscellaneous technology: Projectors, Projector Lamps, TVs, Mouses, etc.		$10,080.34	$2000
Network switch upgrade		$9,000.00	
Backup UPS power for network switches		$6,000	
Visiplex - PA System, speakers and additional supplies		$15,000.00	
Attendance Incentives		$76,510.60	$7691.6
Emergency kits	$2,500.00	$8,500.00	$5,500

AED and AED supplies	$2,336.62	$4,000.00	$2,747.43
Strobel - Professional Development	$2,988.14	$8,964.43	$3,870.00
Teach like a Champion - Professional Development	$5,395.26	$16,185.77	$10,918.97
NWEA Professional Development	$2,520.00		$6,047.43
Security Cameras			$5252.39
Total	**$41,721.00**	**$461,262.60**	**$110,950.00**

Timeline:

We recognize the short timeline for purchasing all materials under the ESSER III plan. To meet the 9/30/24 deadline, we have already contacted vendors and obtained quotes to ensure timely payment.

We will submit purchase orders into our internal system by September 6th, 2024, and coordinate with the relevant approvers to expedite the approval and payment process. We will closely monitor expenditures to ensure that all funds are spent within the required timeframe.

Here is the proposed timeline:

- Board Approval on September 4, 2024
- POs created in Spendwise by COB September 6, 2024
- POs fully approved by COB September 13, 2024
- Items or services rendered September 17, 2024
- Items delivered/services rendered/projects completed by September 30, 2024.

Conclusion:

The ESSER III funding is instrumental in addressing the challenges posed by the COVID-19 pandemic, providing necessary resources to ensure student safety, enhance educational opportunities, and support overall well-being. By focusing on critical areas such as health, safety, technology, and targeted academic support, these funds will significantly contribute to creating a safe, inclusive, and effective learning environment for all students. The strategic allocation and timely execution of these resources reflect our commitment to fostering a holistic and resilient educational experience.

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: Schools
Date of Submission (MM/DD/YYYY): 8/29/2024

Item Details

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

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

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

If no: Explain why:
This will go before the finance committee meeting on 9/4/24

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 9/30/2024

Financial Information (if applicable):

Total Cost: $ AIMS MS - $41,721, AIPCS II - $461,262.60, AIMS HS - $110,950

Is this expenditure included in the annual budget?

☐ Yes ☑ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ESSER III

Coversheet

ESSER III AIMS HS - Plan Update

Section:	V. Action Items
Item:	AD. ESSER III AIMS HS - Plan Update
Purpose:	Vote
Submitted by:	
Related Material:	NEW - ESSER III Executive Summary.pdf NEW - ESSER III - AIMS HS - 2024-2025.pdf New - ESSER III Plan Update cvr ltr.pdf

Executive Summary: ESSER III Expenditures

Overview:

American Indian Public Charter School II (AIPCS II), AIMS College Prep Middle School (AIMS MS), and AIMS College Prep High School (AIMS HS) have remaining funds through the Elementary and Secondary School Emergency Relief Fund (ESSER III) to support safe, continuous in-person learning, address learning loss due to the COVID-19 pandemic, and enhance the overall educational experience.

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- Technology for Administrators and Staff
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California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep High School	Julia Li, Director of Schools	julia.li@aimsk12.org 510-893-8701

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	www.aimsk12.org
[Insert plan name here]	[Insert description of where the plan may be accessed here]

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

[$853,009]

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	[$10,665]
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	[$60,450]
Use of Any Remaining Funds	[$50,500]

Total ESSER III funds included in this plan

[$110,950]

Community Engagement

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

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

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

AIMS High School held meetings with community members to provide input in the development of this plan.

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

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

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

[$10,665]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	Ventilation	Buying ventilation fans and filters for the classroom is essential for COVID-19 safety. These fans help improve airflow, diluting and dispersing viral particles that may be present in the air. In enclosed spaces like classrooms, stagnant air can increase the risk of transmission. By using ventilation fans, you create a safer learning environment, reduce the likelihood of airborne transmission, and enhance overall air quality for students and staff - (3214)	[$10,665]

Addressing the Impact of Lost Instructional Time

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

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

[$60,450]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	Student Chromebooks	Student Chromebooks help mitigate learning loss by providing access to educational resources and enabling personalized learning at individual paces. They facilitate collaboration and enhance engagement through online platforms, supporting various learning styles with multimedia resources. This technology fosters an inclusive environment that addresses individual student needs effectively. (3219)	$15,000
	Attendance Swag	Student attendance incentives, school SWAG, events, and activities for student engagement and outreach. (3214)	$7691.60
[Plan, Goal #, Action #]	Instructional materials and supplies	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, student planners, class materials and supplies - Chemistry kits, lab coats and goggles	$16,922
LCAP, Goal 2, Action 5	Teach like a Champion Professional Development	In the Teach Like a Champion session, instructional staff learned strategies to increase student engagement and use observational data to refine their teaching. The session provided practical techniques for capturing students' attention and methods for analyzing observational data to improve instructional effectiveness. (3218)	$10,918.97
LCAP, Goal 2, Action 5	NWEA Professional Development	This training focused on math and ELA diagnostic assessments, equipping educators with strategies to effectively administer and interpret these assessments. Participants learned how to use diagnostic tools to identify student strengths and areas for improvement, enabling targeted instruction and enhanced learning outcomes. (3219)	$6047.43

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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 5	Strobel Professional Development	Strobel Education delivered two professional development sessions for educators before the start of the school year. The first session focused on Data-Driven Decision Making, covering objectives, data source identification, relevant research, and data collection strategies. The second session addressed Classroom Management, providing effective strategies and techniques to enhance classroom culture. (3219)	$3870

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

[$48,500]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	Vision to Learn MOU	Vision to Learn To support the health and well-being of our students, we are partnering with Vision to Learn to provide essential vision care services. This partnership will enable us to offer comprehensive eye screenings, eye exams, and, if needed, prescription glasses at no cost to our students. By ensuring that all students have access to the vision care they need, we aim to remove barriers to learning and enhance academic success.	[$20,000]
[Plan, Goal #, Action #]	Laptops, i-Pads, i-Pad pens, i-Pad cover	Providing new laptops to all school sites boosts productivity by improving performance and speed,	$15,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	headphones for administrator staff	allowing teachers and students to complete tasks more efficiently. Updated technology ensures access to the latest educational resources and reduces downtime from technical issues. This investment also helps students develop essential digital skills, fostering a more effective learning environment. (3214)	
[Plan, Goal #, Action #]	Emergency kits	To enhance school safety and preparedness AIMS will purchase emergency survival kits for students. These kits will be equipped with essential supplies, such as first aid items, food, water, and emergency tools, to support students and staff in the event of an emergency or natural disaster. By proactively investing in these resources, we are committed to ensuring the safety and well-being of our school community, providing peace of mind and readiness for unexpected situations.	$5,500
	AED and AED supplies	To enhance health and safety measures, we are allocating funds to purchase Automated External Defibrillators (AEDs) and necessary supplies. These life-saving devices will be strategically placed throughout the school to ensure quick access in case of a cardiac emergency. By equipping our campus with AEDs and training staff on their use, we are prioritizing the health and safety of our students, staff, and visitors, ensuring a rapid response capability to emergencies and fostering a safer school environment.	$2747.43
	Security Cameras	Purchase and install security cameras as part of our efforts to create a safe learning environment. The use of security cameras can help monitor and ensure the safety of students and staff, deter potential threats, and assist in emergency response situations. (3214)	$5252.39

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Miscellaneous technology: Projectors, Projector Lamps, Mouses, etc.	Miscellaneous technology to support teachers in the classroom with their instruction to be more efficient and present material in a clear and precise manner.	$2000

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Learning Loss	Benchmarks will be given to students throughout the year to see how they are performing	Every 6 weeks

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

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

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

Fiscal Requirements

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

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: Schools
Date of Submission (MM/DD/YYYY): 8/29/2024

Item Details

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

Approvals

Has this item been reviewed by:

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

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

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

If no: Explain why:
This will go before the finance committee meeting on 9/4/24

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 9/30/2024

Financial Information (if applicable):

Total Cost: $ AIMS MS - $41,721, AIPCS II - $461,262.60, AIMS HS - $110,950

Is this expenditure included in the annual budget?

☐ Yes ☑ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other: ESSER III

Coversheet

ES/MS Uniforms

Section: V. Action Items
Item: AE. ES/MS Uniforms
Purpose: Vote
Submitted by:
Related Material: New_ ES_MS Uniforms .pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: AIPCS I and AIPCS II

Item Details

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

Approvals

Has this item been reviewed and
☐ 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:
New Submission

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: $ $41,805.59
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☑ LCAP ☐ Other:

Purchase Order

American Indian Model Schools
171 12th Street
Oakland, California 94607 United States

P.O. No.	9978
Date	07/18/2024
Due date	
Terms	
Requisitioner	Arezu Yaqubi
Quote #	
Shipping	

Vendor
Rush Orders Tees
2727 Commerce Way
Philadelphia, PA 19154
Phone (1800) 620-1233
Email orders@rushordertees.com

Ship to
American Indian Model Schools
171 12th Street
Oakland, California 94607 United States

Line	Description	Quantity	U/M	Price	Amount
1	Student Uniforms (navy and white polos, sweatpants, sweatshirts, PE shirts, PE sweatpants)	1	ea	14,654.27	14,654.27
2	Student Uniforms (navy and white polos, sweatpants, sweatshirts, PE shirts, PE sweatpants)	1	ea	14,516.67	14,516.67

Comments

Sub-total	29,170.94
Taxes (0.00%)	0.00
Total	**29,170.94**

RUSH ORDER TEES

2727 Commerce Way, Philadelphia, PA 19154

Reorders are easy!
Call (800) 620-1233
orders@rushordertees.com

Invoice #2349351

Order Placed on July 18, 2024

Pay with Check

Mail Check Payable To:
Rush Order Tees
2727 Commerce Way
Philadelphia, PA 19154

Need our W-9 Tax Form? Download Here

Pay Now Online

CREDIT CARD affirm Pay over time

or Pay by Phone at (800) 620-1233

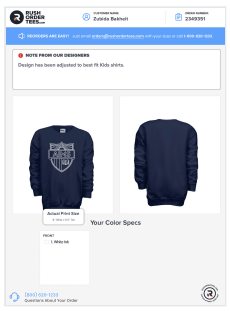
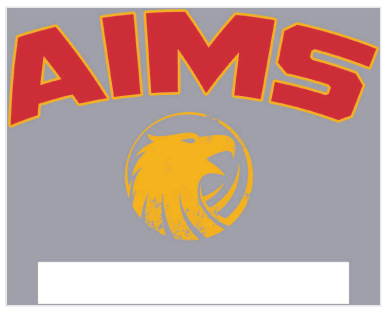
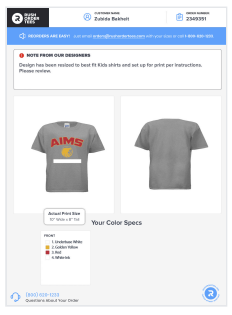
Delivered with UPS: 1ZY9768A0396227961
AIMS COLLEGE PREP MIDDLE SCHOOL
Zubida Bakheit
171 12th St
Oakland, California 94607

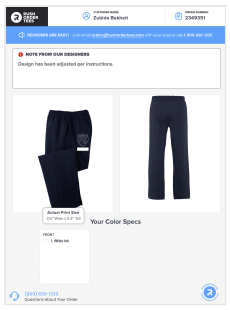
Billing Info

American Indian Model School
Zubida Bakheit
171 12th St
Oakland, California 94607

Purchase Order #9978 (Download Copy of PO)

Design Name	Qty	Size	Item Color & Spec	Item Description	Price/Piece	Subtotal
						
Axia Vang Polos	130	YS	Navy | 6 Colors Front	G880B Youth 6 oz., 50/50 Jersey Polo	$11.91	$1,548.30
Axia Vang Polos	120	YM	Navy | 6 Colors Front	G880B Youth 6 oz., 50/50 Jersey Polo	$11.91	$1,429.20

Design Name	Qty	Size	Item Color & Spec	Item Description	Price/Piece	Subtotal
Axia Vang Polos	95	YL	Navy | 6 Colors Front	G880B Youth 6 oz., 50/50 Jersey Polo	$11.91	$1,131.45
Axia Vang Polos	75	YXL	Navy | 6 Colors Front	G880B Youth 6 oz., 50/50 Jersey Polo	$11.91	$893.25
Axia Vang Polos	130	YS	White | 6 Colors Front	G880B Youth 6 oz., 50/50 Jersey Polo	$11.91	$1,548.30
Axia Vang Polos	120	YM	White | 6 Colors Front	G880B Youth 6 oz., 50/50 Jersey Polo	$11.91	$1,429.20
Axia Vang Polos	95	YL	White | 6 Colors Front	G880B Youth 6 oz., 50/50 Jersey Polo	$11.91	$1,131.45
Axia Vang Polos	75	YXL	White | 6 Colors Front	G880B Youth 6 oz., 50/50 Jersey Polo	$11.91	$893.25
Axia Vang Polos	15	S	Black | 6 Colors Front	G880 Adult 6 oz., 50/50 Jersey Polo	$11.91	$178.65
Axia Vang Polos	20	M	Black | 6 Colors Front	G880 Adult 6 oz., 50/50 Jersey Polo	$11.91	$238.20
Axia Vang Polos	15	L	Black | 6 Colors Front	G880 Adult 6 oz., 50/50 Jersey Polo	$11.91	$178.65
Axia Vang Polos	10	XL	Black | 6 Colors Front	G880 Adult 6 oz., 50/50 Jersey Polo	$11.91	$119.10
						
Design 2	160	YS	Navy | 1 Color Front	G180B Youth Heavy Blend 8 oz., 50/50 Fleece Crew	$13.77	$2,203.20
Design 2	180	YM	Navy | 1 Color Front	G180B Youth Heavy Blend 8 oz., 50/50 Fleece Crew	$13.77	$2,478.60
Design 2	50	YL	Navy | 1 Color Front	G180B Youth Heavy Blend 8 oz., 50/50 Fleece Crew	$13.77	$688.50
Design 2	30	YXL	Navy | 1 Color Front	G180B Youth Heavy Blend 8 oz., 50/50 Fleece Crew	$13.77	$413.10
						
SHIRT	450	YS	Sport grey | 2 Colors Front	G500B Youth 5.3 oz. T-Shirt	$5.99	$2,695.50

Design Name	Qty	Size	Item Color & Spec	Item Description	Price/Piece	Subtotal
SHIRT	325	YM	Sport grey | 2 Colors Front	G500B Youth 5.3 oz. T-Shirt	$5.99	$1,946.75
SHIRT	100	YL	Sport grey | 2 Colors Front	G500B Youth 5.3 oz. T-Shirt	$5.99	$599.00
SHIRT	75	YXL	Sport grey | 2 Colors Front	G500B Youth 5.3 oz. T-Shirt	$5.99	$449.25
						
Design 4	150	YS	Navy | 1 Color Front	G182B Youth Heavy Blend 8 oz., 50/50 Sweatpants	$16.48	$2,472.00
Design 4	180	YM	Navy | 1 Color Front	G182B Youth Heavy Blend 8 oz., 50/50 Sweatpants	$16.48	$2,966.40
Design 4	70	YL	Navy | 1 Color Front	G182B Youth Heavy Blend 8 oz., 50/50 Sweatpants	$16.48	$1,153.60
Design 4	50	YXL	Navy | 1 Color Front	G182B Youth Heavy Blend 8 oz., 50/50 Sweatpants	$16.48	$824.00

Subtotal (2720 Items): **$29,608.90**

Discount: **$-3150.00**

Delivery on **August 02, 2024**: **FREE**

Tax: **$2,712.04**

Grand Total: $29,170.94

Paid: **$0.00**

Remaining Balance: **$29,170.94**

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ **Go to *www.irs.gov/FormW9* for instructions and the latest information.**

Give Form to the requester. Do not send to the IRS.

Print or type. See **Specific Instructions** on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Printfly Corporation

2 Business name/disregarded entity name, if different from above

Rush Order Tees

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☑ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

2727 Commerce Way

Requester's name and address (optional)

6 City, state, and ZIP code

Philadelphia, PA 19154

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN,* later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			–			–				

or

Employer identification number

5	5	–	0	7	9	8	0	8	7

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | **Signature of U.S. person ▶** [signature] **Date ▶** 9/28/20

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9.*

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

OPEN

P.O. #	Vendor	Bill to	Ship to
10132	RUSH ORDER TEES	American Indian Model Schools	American Indian Model Schools

Date	Due date	Terms	Quote#
08/22/2024			

Requisitioner	Shipping
Arezu Yaqubi	

Line	Description	Quantity	U/M	Price	Tax	Amount
1	Middle School Uniform	1	ea	6393.44	N	6,393.44
	Account: 4315 - Mat/Sup Used by students Not Books; Group: AIPCS 1 6-8 (020-320); Tag: 0000 - General Fund; Memo: LCAP 4.17					
2	Middle School Uniform	1	ea	6241.21	N	6,241.21
	Account: 4315 - Mat/Sup Used by students Not Books; Group: AIPCS 2 6-8 (030-320); Tag: 0000 - General Fund; Memo: LCAP 4.17					

▲ Hide detail

Sub-total	12,634.65
Taxes (0.00%)	0.00
Total	**12,634.65**

Comments
None

Attachments

Checkout.pdf (184 KB)

AIPCS II - LCAP 2024-2025.pdf (526 KB)

AIMS MS - LCAP 2024-2025.pdf (536 KB)

Approvers

Zubida Bakheit (08/22/2024)

Julia Li (08/22/2024)

Marisol Magana (pending)

Keisha Smith

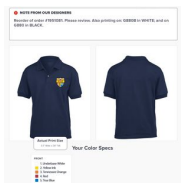
Katema Ballentine

Maya Woods-Cadiz

Shopping Cart

Order #3433988-1 - Design 1

PRODUCT: G880 by Gildan Gildan DryBlend® Jersey Sport Shirt

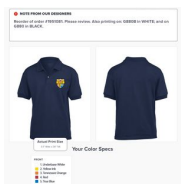


250 items
7.00 each
1,750.00

COLOR: Navy

SIZES: S - **75**, M - **125**, L - **50**
Edit Sizes

PRODUCT: G880 by Gildan Gildan DryBlend® Jersey Sport Shirt

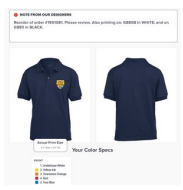


225 items
7.00 each
1,575.00

COLOR: White

SIZES: S - **75**, M - **100**, L - **50**
Edit Sizes

PRODUCT: G880 by Gildan Gildan DryBlend® Jersey Sport Shirt



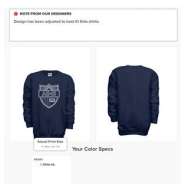
25 items
7.00 each
175.00

COLOR: Black

SIZES: XL - **10**, 2XL - **10**, 3XL - **4**, 5XL - **1**
Edit Sizes

Order #3433988-1 - Design 2

PRODUCT: G180 by Gildan Gildan Heavy Blend Fleece Sweatshirt



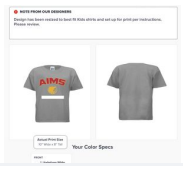
300 items
8.00 each
2,400.00

COLOR: Navy

SIZES: S - **80**, M - **120**, L - **75**, XL - **25**
Edit Sizes

Order #3433988-1 - Design 3

PRODUCT: G500 by Gildan Gildan Heavy Cotton T-Shirt



400 items
4.00 each
1,600.00

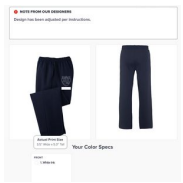
CHECKOUT

or use Express Checkout

Checkout

Order #3433988-1 - Design 4

PRODUCT: G182 by Gildan Gildan Heavy Blend Elastic Bottom Sweatpants



330 items
12.00 each
3,960.00

COLOR: Navy

SIZES: S - **80**, M - **150**, L - **70**, XL - **30**

Edit Sizes

Add Notes or Special Instructions

We review and double-check every order for accuracy.

Order Summary

Subtotal (1530 items)	11,460.00
Delivery by September 5, Thursday	0.00
Tax	1,174.65
Total	**12,634.65**

Starting at $1,141/mo or 0% APR with affirm. Check your purchasing power

Trusted by over 1,000,000 customers and counting.

Norton SECURED powered by VeriSign

BBB ACCREDITED BUSINESS A+

McAfee SECURE

Powered by stripe

CHECKOUT

or use Express Checkout

Coversheet

ES Uniforms

Section: V. Action Items
Item: AF. ES Uniforms
Purpose: Vote
Submitted by:
Related Material: New_ ES Uniforms.pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: AIPCS II

Item Details

Title of Item: Student Uniforms PO #10016 and 10017
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☑ 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:
New Submission

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: $ $14,963.14
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☑ LCAP ☐ Other:

Purchase Order

American Indian Model Schools
171 12th Street
Oakland, California 94607 United States

P.O. No.	10016
Date	07/29/2024
Due date	
Terms	
Requisitioner	Kevin Ma
Quote #	#3395708-1
Shipping	

Vendor
RushOrderTees
2727 Commerce Way
Phila, PA 19154 United States

Ship to
American Indian Model Schools
171 12th Street
Oakland, California 94607 United States

Line	Description	Quantity	U/M	Price	Amount
1	White Polo **Name/Number**: School Uniforms	450	ea	15.08	6,786.00
2	Price Difference **Name/Number**: 5890 - Interest expense/fees	1	ea	695.57	695.57

Comments

Sub-total	7,481.57
Taxes (0.00%)	0.00
Total	**7,481.57**

Purchase Order

American Indian Model Schools
171 12th Street
Oakland, California 94607 United States

P.O. No.	10017
Date	07/29/2024
Due date	
Terms	
Requisitioner	Kevin Ma
Quote #	#3381495-1
Shipping	

Vendor
RushOrderTees
2727 Commerce Way
Phila, PA 19154 United States

Ship to
American Indian Model Schools
171 12th Street
Oakland, California 94607 United States

Line	Description	Quantity	U/M	Price	Amount
1	Navy Blue Polos **Name/Number**: School Uniforms	450	ea	15.08	6,786.00
2	Price Difference **Name/Number**: 5890 - Interest expense/fees	1	ea	695.57	695.57

Comments

Sub-total	7,481.57
Taxes (0.00%)	0.00
Total	**7,481.57**

RUSH ORDER TEES

2727 Commerce Way, Philadelphia, PA 19154

Reorders are easy!
Call (800) 620-1233
orders@rushordertees.com

Invoice #2368609

Order Placed on August 02, 2024

Pay with Check

Mail Check Payable To:
Rush Order Tees
2727 Commerce Way
Philadelphia, PA 19154

Need our W-9 Tax Form? Download Here

Pay Now Online

CREDIT CARD affirm Pay over time

or Pay by Phone at (800) 620-1233

Delivered with UPS: 1ZCX17191309630676
AIMS College Prep
Andrew Hampton
171 12th St
Oakland, California 94607

Billing Info

American Indian Model Schools
Andrew Hampton
171 12th St.
Oakland, California 94607

Purchase Order #10017 (Download Copy of PO)

Design Name	Qty	Size	Item Color & Spec	Item Description	Price/Piece	Subtotal
						
Design 1	130	YS	Navy | Embroidery Front-Left Chest	G880B Youth 6 oz., 50/50 Jersey Polo	$15.08	$1,960.40
Design 1	125	YM	Navy | Embroidery Front-Left Chest	G880B Youth 6 oz., 50/50 Jersey Polo	$15.08	$1,885.00

Design Name	Qty	Size	Item Color & Spec	Item Description	Price/Piece	Subtotal
Design 1	125	YL	Navy | Embroidery Front-Left Chest	G880B Youth 6 oz., 50/50 Jersey Polo	$15.08	$1,885.00
Design 1	70	YXL	Navy | Embroidery Front-Left Chest	G880B Youth 6 oz., 50/50 Jersey Polo	$15.08	$1,055.60

Subtotal (450 Items): **$6,786.00**

Delivery on **August 12, 2024**: **FREE**

Tax: **$695.57**

Grand Total: $7,481.57

Paid: **$0.00**

Remaining Balance: **$7,481.57**

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ **Go to *www.irs.gov/FormW9* for instructions and the latest information.**

Give Form to the requester. Do not send to the IRS.

Print or type. See **Specific Instructions** on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Printfly Corporation

2 Business name/disregarded entity name, if different from above

Rush Order Tees

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☑ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

2727 Commerce Way

Requester's name and address (optional)

6 City, state, and ZIP code

Philadelphia, PA 19154

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN,* later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

[ ][ ][ ] - [ ][ ] - [ ][ ][ ][ ]

or

Employer identification number

5 5 - 0 7 9 8 0 8 7

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | **Signature of U.S. person** ▶ [signature] **Date** ▶ 9/28/20

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9.*

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

RUSH ORDER TEES

2727 Commerce Way, Philadelphia, PA 19154

Reorders are easy!
Call (800) 620-1233
orders@rushordertees.com

Invoice #2368613

Order Placed on August 02, 2024

Pay with Check

Mail Check Payable To:
Rush Order Tees
2727 Commerce Way
Philadelphia, PA 19154

Need our W-9 Tax Form? Download Here

Pay Now Online

CREDIT CARD affirm Pay over time

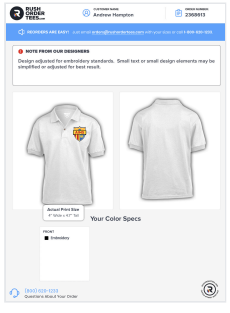
or Pay by Phone at (800) 620-1233

Delivered with UPS: 1ZCX17191313762712
AIMS College Prep
Andrew Hampton
171 12th St
Oakland, California 94607

Billing Info

American Indian Model School
Andrew Hampton
171 12th St.
Oakland, California 94607

Purchase Order #10016 (Download Copy of PO)

Design Name	Qty	Size	Item Color & Spec	Item Description	Price/Piece	Subtotal
 						
Design 1	130	YS	White | Embroidery Front-Left Chest	G880B Youth 6 oz., 50/50 Jersey Polo	$15.08	$1,960.40
Design 1	125	YM	White | Embroidery Front-Left Chest	G880B Youth 6 oz., 50/50 Jersey Polo	$15.08	$1,885.00

Design Name	Qty	Size	Item Color & Spec	Item Description	Price/Piece	Subtotal
Design 1	125	YL	White | Embroidery Front-Left Chest	G880B Youth 6 oz., 50/50 Jersey Polo	$15.08	$1,885.00
Design 1	70	YXL	White | Embroidery Front-Left Chest	G880B Youth 6 oz., 50/50 Jersey Polo	$15.08	$1,055.60

Subtotal (450 Items): **$6,786.00**

Delivery on **August 12, 2024**: **FREE**

Tax: **$695.57**

Grand Total: $7,481.57

Paid: **$0.00**

Remaining Balance: **$7,481.57**

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(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

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Printfly Corporation

2 Business name/disregarded entity name, if different from above

Rush Order Tees

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☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

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☐ Other (see instructions) ▶

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2727 Commerce Way

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6 City, state, and ZIP code

Philadelphia, PA 19154

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Social security number

[ ][ ][ ] - [ ][ ] - [ ][ ][ ][ ]

or

Employer identification number

5 5 - 0 7 9 8 0 8 7

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | **Signature of U.S. person** ▶ [signature] **Date** ▶ 9/28/20

General Instructions

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Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

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- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
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- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

Coversheet

Green Source Janitorial

Section: V. Action Items
Item: AG. Green Source Janitorial
Purpose: Discuss
Submitted by:
Related Material: New_ Green Source Janitorial for Board.pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Sites
Department: School Sites

Item Details

Title of Item: Green Source Janitorial Services
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☑ 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:
New Submission

Deadline Information

Is there a submission deadline for this item?
☑ Yes ☐ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 9/5/24

Financial Information (if applicable):

Total Cost: $ 30, 310 for 5 day porters for both sites
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☑ Other: ESSER III

Professional Janitorial Service Proposal - Extended Contract

Prepared for:

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

171 12th Street
Oakland, California 94607

Submitted By:

GREEN SOURCE JANITORIAL

2625 MIDDLEFIELD RD. #664
PALO ALTO, CA 94306
DANIEL PETROSIAN
DIRECTOR OF CUSTOMER CARE
(650) 488-8100
DANIEL@GREENSOURCEJANITORIAL.COM
www.greensourcejanitorial.com



August 28, 2024

GREEN SOURCE JANITORIAL
2625 MIDDLEFIELD RD. #664
PALO ALTO, CA 94306

August 28, 2024

Michael Nixon
AIMS K-12 COLLEGE PREP CHARTER DISTRICT
171 12th Street
Oakland, California 94607

Dear Michael,

Subject: Janitorial Service Proposal - AIMS K-12 COLLEGE PREP CHARTER DISTRICT, 171 12th Street, Oakland, California 94607

Thank you for allowing GREEN SOURCE JANITORIAL to prepare a professional cleaning service proposal for your consideration. We know it takes considerable time and effort to show any potential contractor your facility, and to provide them with the necessary information. *So again, thanks!*

Here are a few important highlights:

Before we start... All of our cleaners are thoroughly trained on how to perform each cleaning task, as well as on important safety issues. Our goal is to clean each customer's facility professionally and safely.

During the start... We know a seamless, no-hassle start-up is important to every customer. So at GREEN SOURCE JANITORIAL, we combine up-front preparation and training with strong management and direction to ensure a smooth, successful startup.

After the start... A systematic approach to keep your building looking good! At GREEN SOURCE JANITORIAL, we offer strong management and quality control to plan for, and not lose track of, the many necessary cleaning details.

We look forward to the opportunity of becoming a trusted and valued partner in improving and maintaining the appearance of your building. Please call if you have any questions, or need additional information as you review our proposal.

Sincerely,

DANIEL PETROSIAN
DIRECTOR OF CUSTOMER CARE
GREEN SOURCE JANITORIAL

AIMS

Professional Janitorial Service Proposal

General

GREEN SOURCE JANITORIAL agrees to provide all labor, supervision, material, and equipment necessary to assure performance of specified cleaning service for the customer. This shall include all services described in the written specifications attached. GREEN SOURCE JANITORIAL agrees to furnish such cleaning service for a period of one year, the dates yet to be agreed upon.

Compensation

Day Porter 5xWeek: 5 Day Porters @ $35 per hour * 8 hours/day

High School: 2 day porters x 8hrs x $35/hr x 5xWk x 4.33 - **$12,124/mo**

12th Street Campus: 3 day porters x 8hrs x $35/hr x 5xWk x 4.33 - **$18,186/mo**

Special Services

Carpet cleaning is available - Price quoted upon request.

Waxable hard surface floors can be stripped and refinished or scrubbed and re-waxed - Price quoted upon request.

Exterior windows can be cleaned - Price quoted upon request.

Service Schedule

Cleaning service operations described in this comprehensive program will be performed 5 days per week.

The cleaning crew will observe holidays observed by the customer. GREEN SOURCE JANITORIAL is prepared to adapt this work schedule to coincide with the needs and requests of the customer provided that such requests do not alter the cost of operations.

Invoicing

All invoicing will be itemized according to monthly work or special tasks and sent twice a month. The payment policy is net 10 days; a 3% late fee will be included bi-weekly.

Supervision

Adequate personnel and supervision will be furnished to ensure quality service.

Supplies

The customer will furnish all consumable products inclusive of but not limited to: toilet tissue, towels, trash liners and hand soap. If desired, GREEN SOURCE JANITORIAL can provide these products and invoice them separately.

GREEN SOURCE JANITORIAL will furnish all cleaning supplies inclusive of but not limited to: cleaning agents, disinfectants, etc.

Equipment

GREEN SOURCE JANITORIAL will furnish and maintain all necessary cleaning equipment inclusive of but not limited to: floor machines, buffers, carpet extractor, vacuums, maid carts, mop buckets, wringers, mops and brooms. The customer agrees to provide a secure space for storage of this equipment, as may be necessary.

GREEN SOURCE JANITORIAL will comply with current OSHA regulations and proven procedures pertaining to all work performed at the customer's location.

Insurance

GREEN SOURCE JANITORIAL will furnish all forms of insurance required by law and shall maintain the same in force.

- Comprehensive General Liability
- Property Damage
- Workers' Compensation

Employee Status

Personnel supplied by GREEN SOURCE JANITORIAL are deemed employees of GREEN SOURCE JANITORIAL and will not for any purpose be considered employees or agents of the customer.

Equal Opportunity Employer

GREEN SOURCE JANITORIAL is an equal opportunity employer. All necessary employment forms will be maintained by our office as required by law.

Our Philosophy

GREEN SOURCE JANITORIAL is committed to providing quality janitorial services that deliver the highest levels of customer satisfaction.

Term

The terms of this agreement shall be as mentioned under the 'Agreement' clause. The same may be extended after September 30th upon agreement by both parties. Month to month with 30 days' notice.

Cancellation

This agreement may be terminated or canceled at any time with a minimum of thirty (30) days written notice from either party.

Agreement

This Agreement ("this Agreement") is made and entered into as of September 01, 2024, by and between GREEN SOURCE JANITORIAL, with its principal place of business located at 2625 MIDDLEFIELD RD. #664, PALO ALTO, CA 94306, and with its principal place of business located at 746 Grand Ave, Oakland & 171 12th Street, Oakland, California 94607.

NOW, THEREFORE, in consideration of the mutual promises and benefits to be derived by the parties they mutually agree to the terms and conditions as outlined above in this agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement, which is effective as of the date and year first written above and will end on September 30, 2024.

The service contract may be extended after September 30th upon agreement by both parties.

GREEN SOURCE JANITORIAL	AIMS K-12 COLLEGE PREP CHARTER DISTRICT
Signature: _____	Signature: _____
Name: _____	Name: _____
Date: _____	Date: _____
Title: _____	Title: _____

AIMS

Job Specifications

Entrances

Task Description	Service Days
Detail Dust - High And Low Areas	Monthly
Dust Mop Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	5 days/wk.
Clean Both Sides Of Door Glass And Wipe Frames	1 day/wk.
Spot Clean Entrance Glass	4 days/wk.
Vacuum Walk-Off Mats	5 days/wk.

School Hallways

Task Description	Service Days
Detail Dust - High And Low Areas	Monthly
Detail Vacuum All Carpet	1 day/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum - Corners And Edges	Monthly
Dust Mop Hard Surface Floors	5 days/wk.
Spot Mop Stains And Spills Using Appropriate Cleaner	4 days/wk.
Auto Scrub Hard Surface Floor - 36 in. Scrubber	1 day/wk.

Offices

Task Description	Service Days
Dust All Horizontal Surfaces Within Normal Reach	4 days/wk.
Detail Dust - High And Low Areas	Monthly
Damp Wipe Horizontal Surfaces-Use Appropriate Cleaner	1 day/wk.
Vacuum Or Brush Upholstered Furniture	Monthly
Empty And Remove Trash, Replace Liner If Needed	5 days/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum All Carpet	1 day/wk.
Detail Vacuum - Corners And Edges	Monthly

Meeting Rooms

Task Description	Service Days
Dust All Horizontal Surfaces Within Normal Reach	4 days/wk.
Detail Dust - High And Low Areas	Monthly

Damp Wipe Horizontal Surfaces-Use Appropriate Cleaner	1 day/wk.
Vacuum Or Brush Upholstered Furniture	Monthly
Arrange Furniture	5 days/wk.
Empty And Remove Trash, Replace Liner If Needed	5 days/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum All Carpet	1 day/wk.
Detail Vacuum - Corners And Edges	Monthly

Classrooms

Task Description	Service Days
Dust All Horizontal Surfaces Within Normal Reach	1 day/wk.
Detail Dust - High And Low Areas	Monthly
Damp Wipe Horizontal Surfaces-Use Appropriate Cleaner	1 day/wk.
Arrange Furniture	5 days/wk.
Empty And Remove School Trash, Replace Liner If Needed	5 days/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum All Carpet	1 day/wk.
Detail Vacuum - Corners And Edges	Monthly
Dust Mop Hard Surface Floors	5 days/wk.
Spot Mop Stains And Spills Using Appropriate Cleaner	4 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	1 day/wk.

Library

Task Description	Service Days
Dust All Horizontal Surfaces Within Normal Reach	4 days/wk.
Detail Dust - High And Low Areas	Monthly
Arrange Furniture	5 days/wk.
Empty And Remove School Trash, Replace Liner If Needed	5 days/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum All Carpet	1 day/wk.
Detail Vacuum - Corners And Edges	Monthly

Cafeteria

Task Description	Service Days
Detail Dust - High And Low Areas	Monthly
Arrange Furniture	5 days/wk.
Dust Mop Hard Surface Floors	5 days/wk.
Empty And Remove Trash	5 days/wk.
Damp Wipe All Lunchroom Tables	5 days/wk.
Damp Wipe Countertops Using Appropriate Cleaner	5 days/wk.

Vacuum Walk-Off Mats	5 days/wk.
Damp Clean Interior And Exterior Of Microwave	5 days/wk.

Kitchen

Task Description	Service Days
Detail Dust - High And Low Areas	1 day/wk.
Wipe Front, Sides And Legs Of Appliances, Dispensing Machines And Work Tables	5 days/wk.
Sweep Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	5 days/wk.
Clean All Ceiling Vents	Monthly
Empty And Remove Trash	5 days/wk.
Clean Coffee Machine/Station	5 days/wk.
Clean Sinks Using Appropriate Cleaner	5 days/wk.
Damp Clean Interior And Exterior Of Microwave	5 days/wk.
Vacuum Walk-Off Mats	5 days/wk.
Clean Food Prep Tables And Counters Using Appropriate Cleaner	5 days/wk.
Clean Front And Sides Of Refrigerator	5 days/wk.

Art Rooms

Task Description	Service Days
Dust All Horizontal Surfaces Within Normal Reach	4 days/wk.
Detail Dust - High And Low Areas	Monthly
Damp Wipe Horizontal Surfaces-Use Appropriate Cleaner	1 day/wk.
Arrange Furniture	5 days/wk.
Empty And Remove School Trash, Replace Liner If Needed	5 days/wk.
Dust Mop Hard Surface Floors	5 days/wk.
Spot Mop Stains And Spills Using Appropriate Cleaner	4 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	1 day/wk.
Clean Sinks Using Appropriate Cleaner	5 days/wk.

Staff Lounge

Task Description	Service Days
Detail Dust - High And Low Areas	Monthly
Vacuum Or Brush Upholstered Furniture	Monthly
Arrange Furniture	5 days/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum All Carpet	1 day/wk.
Detail Vacuum - Corners And Edges	Monthly
Dust Mop Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	5 days/wk.

Empty And Remove Trash	5 days/wk.
Clean Coffee Machine/Station	5 days/wk.
Clean Refrigerator, Empty Contents If Requested	Monthly
Clean Sinks Using Appropriate Cleaner	5 days/wk.
Damp Clean Interior And Exterior Of Microwave	5 days/wk.
Damp Wipe All Lunchroom Tables	5 days/wk.
Damp Wipe Countertops Using Appropriate Cleaner	5 days/wk.

Restrooms

Task Description	Service Days
Empty Trash, Refill Supply Dispensers, Clean And Disinfect Restroom Fixtures, Clean Mirrors, Counters, Partitions And Chrome, Sweep And Mop Floor Using Appropriate Cleaner	5 days/wk.

Locker Rooms

Task Description	Service Days
Wipe Clean Fronts And Tops Of Lockers	1 day/wk.
Spot Vacuum All Carpet	4 days/wk.
Detail Vacuum All Carpet	1 day/wk.
Detail Vacuum - Corners And Edges	Monthly
Dust Mop Hard Surface Floors	5 days/wk.
Damp Mop Hard Surface Floors- Use Appropriate Cleaner	5 days/wk.
Clean And Disinfect Showers	5 days/wk.

Utility Rooms

Task Description	Service Days
Detail Dust - High And Low Areas	Monthly
Sweep Hard Surface Floors	1 day/wk.
Spot Mop Stains And Spills Using Appropriate Cleaner	1 day/wk.

Day Porter

Task Description	Service Days
Maintain Contact With Manager, Complete Duties Assigned And Respond Promptly To Requests	5 days/wk.
Maintain Restrooms And Break Rooms; Keeping Them Clean, Removing Trash As Needed And Keeping Supply Dispensers Well Stocked At All Times	5 days/wk.
Keep Entry-Door Glass Clean, Lobby Areas Orderly And Hallways Free Of Dirt And Debris	5 days/wk.
Mop Up Weather Related Water And Salt-Tracking Near Entries And In Hallways, As Well As Spill Clean-Up When Needed	5 days/wk.
Keep All Public Areas Clean, Orderly And Well Maintained	5 days/wk.
Empty Trash And Replace Liner From Any Container Requiring Service During Shift	5 days/wk.

Clean Common Areas, Dusting And Wiping Furniture With Appropriate Microfiber Cloth Or Cleaner As Well As Sills, Lights And Vents As Needed	5 days/wk.
Maintain, Keep Clean And Properly Store All Equipment In Assigned Area	5 days/wk.

Other Requirements

Task Description	Service Days
Site Supervision	5 days/wk.
Gather Supplies And Equipment For Shift	5 days/wk.
Clean And Arrange Janitor Closet	5 days/wk.
Prepare For The Next Day	5 days/wk.
Turn Off Lights - Per Instructions	5 days/wk.
Shut And Lock Doors, Set Alarm - Per Instructions	5 days/wk.

Coversheet

Laguna Green Works AIPCS II

Section: V. Action Items
Item: AH. Laguna Green Works AIPCS II
Purpose: Vote
Submitted by:
Related Material: NEW - Laguna Greenworks Quote.pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: School Sites

Item Details

Title of Item: AIPCS II Air Purifiers for ESSER III
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☐ 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:
New Submission

Deadline Information

Is there a submission deadline for this item?
☑ Yes ☐ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 09/30/2024

Financial Information (if applicable):

Total Cost: $ $26,662.86
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☑ Other: ESSER III

Laguna Greenworks LLC
309 Agate St
Laguna Beach, CA 92651 US
+19493713310
info@lagunagreenworks.com
www.lagunagreenworks.com

ADDRESS
Julia Li
Oakland Unified School District - AIMS Charter School
171 12th St
Oakland, CA 94607

SHIP TO
Julia Li
Oakland Unified School District - AIMS Charter School
171 12th St
Oakland, CA 94607

Quotation Q24-134

DATE 08/26/2024

EXPIRATION DATE 11/26/2024

SHIP VIA
Dyson Drop Ship

SALES REP
ELM

PROJECT
AIMS Charter School

DATE	ACTIVITY	QTY	RATE	AMOUNT
08/26/2024	**Dyson AirQuality:TP10 Purifier - W/G** Dyson Purifier Tower - WHITE/SILVER SKU 664609-01 (List Price $499.99)	50	353.70	17,685.00T
08/26/2024	**Dyson Parts-Accessories:HEPA Combined Glass+Activated Carbon Filter - HP04-07-09/TP04-07-09 (SKU 965432-01)** HEPA Combined Glass+Activated Carbon Filter - HP04-07-09/TP04-07-09 (SKU 965432-01) (List Price: $79.99)`	100	64.99	6,499.00T
08/26/2024	**Shipping:Shipping - Pfd Partner Std** Shipping - Std Ground - Preferred Partner - NO CHARGE	150	0.00	0.00

1. Shipping is via Dyson Drop Ship.
2. Please allow 7-10 business days for delivery.
3. Laguna Greenworks will extend Net 30 Terms to Oakland Unified School District.

SUBTOTAL	24,184.00
TAX	2,478.86
TOTAL	$26,662.86

Accepted By

Accepted Date

Coversheet

Laguna Green Works- HS

Section: V. Action Items
Item: AI. Laguna Green Works- HS
Purpose: Vote
Submitted by:
Related Material: New - Laguna Greenworks - AIMS HS.pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: School Sites

Item Details

Title of Item: HS Air Purifiers for ESSER III
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☐ 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:
New Submission

Deadline Information

Is there a submission deadline for this item?
☑ Yes ☐ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 09/30/2024

Financial Information (if applicable):

Total Cost: $ $10,665.14
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☑ Other: ESSER III

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SHIP TO
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Oakland Unified School District - AIMS Charter School
171 12th St
Oakland, CA 94607

Quotation Q24-133

DATE 08/26/2024

EXPIRATION DATE 11/26/2024

SHIP VIA	SALES REP	PROJECT
Dyson Drop Ship	ELM	AIMS Charter School

DATE	ACTIVITY	QTY	RATE	AMOUNT
08/26/2024	**Dyson AirQuality:TP10 Purifier - W/G** Dyson Purifier Tower - WHITE/SILVER SKU 664609-01 (List Price $499.99)	20	353.70	7,074.00T
08/26/2024	**Dyson Parts-Accessories:HEPA Combined Glass+Activated Carbon Filter - HP04-07-09/TP04-07-09 (SKU 965432-01)** HEPA Combined Glass+Activated Carbon Filter - HP04-07-09/TP04-07-09 SKU 965432-01 (List Price: $79.99)	40	64.99	2,599.60T
08/26/2024	**Shipping:Shipping - Pfd Partner Std** Shipping - Std Ground - Preferred Partner - NO CHARGE	60	0.00	0.00

1. Shipping is via Dyson Drop Ship.
2. Please allow 7-10 business days for delivery.
3. Laguna Greenworks will extend Net 30 Terms to Oakland Unified School District.

SUBTOTAL	9,673.60
TAX	991.54
TOTAL	$10,665.14

Accepted By

Accepted Date

Coversheet

Student Headphones- AIPCS II

Section: V. Action Items
Item: AJ. Student Headphones- AIPCS II
Purpose: Vote
Submitted by:
Related Material: New_ Student Headphones.pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Sites
Department: AIPCS II

Item Details

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

Approvals

Has this item been reviewed and
☑ 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:
New Submission

Deadline Information

Is there a submission deadline for this item?
☑ Yes ☐ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 9/30/24

Financial Information (if applicable):

Total Cost: $ 19877.45
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☑ Other: ESSER III

amazon business

QUOTATION

Issued for: American Indian Model Schools
Quote Issued: 8/27/2024, 1:52:22 PM (PDT)
Quote expires: 10/1/2024, 8:59:00 PM (PDT)
Delivery Zip code: 94607

Issued by
PLEXSUPPLY.
Amazon Account Manager
David Garza
P: 956/206-1169
Emaildegarza@amazon.com

Quote Total (excl. Tax): $17503.20

S.No.	Brand	Product	QTY	Unit Price	Total (excl. Tax)
1	Kensington	B08GP7FGLD Kensington Hi-Fi USB-C Headphones with Mic (K97457WW), Black	660	$26.52	$17503.20

SHIPPING/HANDLING	$0.00
Quote Total	$17503.20

Terms & Conditions (Spot Buy Section)

Price and availability are only valid until the offer expires and can be revoked by the seller until the quote is accepted

All Enter keyword or product number

Education supplies

All Back to School Buy Again Today's Deals EN Hello, Julia Account for American India... Lists Business Prime 25

Shop now **Julia,** treat your employees and clients to an **Amazon Gift Card.**



Shopping Cart

Price



Barks Classroom Headphones With Microphone (10 Pack) - On-Ear

200+ bought in past month

In Stock

FREE delivery **Sun, Sep 1**

FREE Returns

Buy 50, save 15%

$94.97

Typical price: ~~$109.97~~

Savings: **$15.00** (14%)

Educator Price

Qty: **25** Delete Save for later Add protection

Subtotal (25 items): **$2,374.25**

Subtotal (25 items): **$2,374.25**

This order contains a gift

Proceed to checkout

Pair with your cart



Texas Instruments TI-30XIIS Scientific...
44,971
$9.48
See all buying options



Ticonderoga Wood-Cased Pencils, Pre-...
47,003
63 offers from $5.59
See all buying options



Clorox Toilet Bowl Cleaner, Clinging Blea...
12,674
6 offers from $4.99
See all buying options



Amazon Basics Woodcased #2 Pencil...
51,523
8 offers from $15.47
See all buying options



Amazon Basics Multipurpose Copy...
175,895
5 offers from $41.12
See all buying options



Apple 20W USB-C Power Adapter - iPho...
214,800
$14.00
See all buying options

Your Items

Saved for later (76 items) Buy it again

Household disinfectant wipes (1) | Office products (5) | Casino prize wheels (1) | Business card holders (1) | Timers (1) | Fidget toys (2) | Power amplifiers (1)

See more categories



Swpeet 115 Pcs Organic Chemistry Molecular Model...

$18.68

In Stock

& FREE Returns

Move to cart

Delete



Loukin Whiteboard Cleaning Wipes, Dry Erase Board Clea...

$29.15 List Price: ~~$32.99~~

Savings: **$3.84** (12%)

Quantity Price

In Stock

& FREE Returns

Size: 100 Count (Pack of 3)

Coversheet

Instructional Materials

Section: V. Action Items
Item: AK. Instructional Materials
Purpose: Vote
Submitted by:
Related Material: New_ Instructional Materials.pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Sites
Department: AIPCS II

Item Details

Title of Item: Instructional Material for AIPCS II for ESSER III
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☐ 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:
New Submission

Deadline Information

Is there a submission deadline for this item?
☑ Yes ☐ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 9/30/24

Financial Information (if applicable):

Total Cost: $ 33962.15
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☑ Other: ESSER III

All Enter keyword or product number

Education supplies

All Back to School Buy Again Today's Deals EN Hello, Julia Account for American India... Lists Business Prime 99+

Shop now **Julia,** treat your employees and clients to an **Amazon Gift Card.**



Shopping Cart

Price



Post-it Super Sticky Easel Pad, 25 x 30 Inches, 30 Sheets/Pad, 1 Pad

2K+ bought in past month

In Stock

Shipped from: Office Depot OfficeMax

FREE delivery **Aug 30 - Sep 4**

$33.70

List Price: ~~$35.32~~

Savings: **$1.62** (5%)

Business Price

Qty: **45** Delete Save for later



Madisi Wood-Cased #2 HB Pencils, Yellow, Pre-sharpened, Bulk Pack,

10K+ bought in past month

In Stock

Two-Day

FREE delivery **Fri, Aug 30**

FREE Returns

10% off

Limited time deal

$26.99

List Price: ~~$29.99~~

Qty: **50** Delete Save for later



X-ACTO XLR Electric Pencil Sharpener, Black (ELM1818X)

800+ bought in past month

In Stock

Two-Day

FREE delivery **Fri, Aug 30**

FREE Returns

26% off

Limited time deal

$19.99

List Price: ~~$26.99~~

Qty: **50** Delete Save for later



Bostitch Office Executive 3 in 1 Stapler, Includes 210 Staples and

2K+ bought in past month

In Stock

FREE delivery **Sat, Aug 31**

FREE Returns

$10.66

List Price: ~~$31.45~~

Savings: **$20.79** (66%)

Quantity Price

Qty: **50** Delete Save for later

Subtotal (1000 items): **$11,383.40**

This order contains a gift

Proceed to checkout

Pair with your cart



Wenqik 6 Pcs Stackable Paper Trays Rectangular Plastic Desk Tray

$30.99

100+ bought in past month
In Stock
FREE delivery for Prime members
FREE Returns
Item Package Quantity: 6

Qty: **22** Delete Save for later



Volcanics Black Dry Erase Markers Low Odor Fine Whiteboard Markers

$9.02
Price ~~$9.99~~

2K+ bought in past month
In Stock
FREE delivery for Prime members
FREE Returns
Color: Black
Size: 1 Count (Pack of 30)

Business Savings:
$0.97 (10%)
Quantity Price

Qty: **100** Delete Save for later



EXPO Low Odor Dry Erase Markers, Chisel Tip, Assorted Colors, 12

$8.97
List Price: ~~$30.42~~

4K+ bought in past month
In Stock
FREE delivery **Mon, Sep 2** for Prime members
FREE Returns
Size: 12 Count (Pack of 1)
Pattern Name: Markers

Savings:
$21.45 (71%)
Business Price

Qty: **100** Delete Save for later



Dry Erase Surface Cleaner, 8oz Spray Bottle [Pack of 8]

$32.64
Price ~~$36.85~~

400+ bought in past month
In Stock
FREE delivery for Prime members
FREE Returns

Business Savings:
$4.21 (11%)
Business Price

Qty: **83** Delete Save for later



Casio HS-8VA, Solar Powered Standard Function Calculator

$3.59

10K+ bought in past month
In Stock
Two-Day
FREE delivery **Fri, Aug 30**
FREE Returns
Size: 1 Count (Pack of 1)

Qty: **500** Delete Save for later

All Enter keyword or product number

Education supplies

All Back to School Buy Again Today's Deals EN Hello, Julia Account for American India... Lists Business Prime 99+

Shop now **Julia,** treat your employees and clients to an **Amazon Gift Card.**



Shopping Cart

Price



Dreampark Emoticon Keychain Mini Cute Plush Pillows, Party

$33.81

200+ bought in past month

In Stock

Two-Day

FREE delivery **Fri, Aug 30**

FREE Returns

Size: 64 PCS

Typical price: ~~$35.99~~

Savings: **$2.18** (6%)

Quantity Price

Qty: **15** Delete Save for later



Zddaoole 60 Pcs Cute Pencil Topper Decoration, Different Pencil

$9.99

2K+ bought in past month

In Stock

Save 10%

Clip Coupon

FREE delivery **Sat, Aug 31**

FREE Returns

Style: 60 Pcs

Qty: **10** Delete Save for later



1000 L LIKED Raffle Tickets,Neon Green,Self Adhesive,Double Rolls,

$8.73

List Price: ~~$9.99~~

1K+ bought in past month

In Stock

FREE delivery for Prime members

FREE Returns

Color: Neon Green

Savings: **$1.26** (13%)

Quantity Price

Qty: **20** Delete Save for later

Subtotal (975 items): **$22,578.75**

This order contains a gift

Proceed to checkout

Pair with your cart



Bounty Quick Size Paper Towels, White, ...

262,064

32 offers from $23.63

See all buying options



Bounty Paper Towels Quick Size, White, 16...

262,064

$43.49

See all buying options



Cottonelle Fresh Feel Flushable Wet Wipes, Adult Wet Wipes, 8 Fli...

133,743

See all buying options



Ticonderoga Wood-Cased Pencils, Pre-Sharpened, #2 HB Sof...

46,981

See all buying options



Clorox Toilet Bowl Cleaner, Clinging Blea...

12,631

7 offers from $4.99

See all buying options



Amazon Basics Woodcased #2 Pencils, Pre-sharpened, HB Le...

51,502

See all buying options



Fun Express Thumbs Up Trophies for Good Job Award - Set of 12 -

$11.72

Typical price: ~~$15.59~~

In Stock

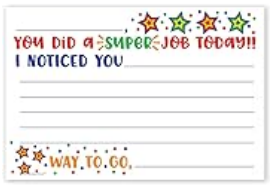
Shipped from: Fun-Express

FREE delivery **Sep 3 - 5**

Savings: **$3.87** (25%)

Educator Price

Qty: **50** Delete Save for later



Super Job - Teacher Notes to Parents - Classroom Incentive

$12.99

100+ bought in past month

In Stock

FREE delivery for Prime members

FREE Returns

Qty: **50** Delete Save for later



50 Sheets Gold Foil Award Certificate Paper 8.5 x 11 for

$13.77

List Price: ~~$16.99~~

300+ bought in past month

In Stock

FREE delivery **Sat, Aug 31**

FREE Returns

Color: Ivory

Savings: **$3.22** (19%)

Business Price

Save 10%
Clip Coupon

Qty: **30** Delete Save for later



Mr. Pen- Jumbo Pencils, 10 Pencils and 1 Sharpener, Big Pencil, Fat

$9.84

List Price: ~~$11.99~~

2K+ bought in past month

In Stock

Two-Day

FREE delivery **Fri, Aug 30**

FREE Returns

Number of Items: 10

Savings: **$2.15** (18%)

Business Price

Qty: **50** Delete Save for later



Stylo Pack of 6 Pencil Grips for Kids Handwriting Perfect Pencil

$7.00

1K+ bought in past month

In Stock

FREE delivery **Sat, Aug 31**

FREE Returns

Color: Pack of 6 (Multicolored)

Qty: **50** Delete Save for later



Amazon Basics Multipurpose Copy…
175,824
7 offers from $41.12
See all buying options



Sharpie Permanent Markers Set, Quick…
41,921
$7.41
See all buying options



24 PACK Slow Rising Stress Cube, Dough Stress Balls Soft Fidget

$25.99

900+ bought in past month
In Stock
Two-Day
FREE delivery **Fri, Aug 30**
FREE Returns

Qty: **30** Delete Save for later



VEEBOOST Composition Notebooks, Wide Ruled

$72.67
List Price: ~~$99.98~~
Savings: **$27.31** (27%)
Quantity Price

600+ bought in past month
In Stock
Shipped from: E-CLIPS USA
FREE delivery **Fri, Sep 6**
Size: 48
Style: Wide Ruled Composition

Qty: **50** Delete Save for later



Really Good Stuff Standard Privacy Shields for Student Desks – Set of

$32.81
Price ~~$34.99~~
Business Savings: **$2.18** (6%)
Quantity Price

900+ bought in past month
In Stock
FREE delivery **Wed, Sep 4** for Prime members
FREE Returns
Style: 12 Matte Shields
Size: Standard 12"H
Color: Assorted, 6 Colors

Qty: **50** Delete Save for later



YOPCDJ 24pcs Mesh Zipper Pouch Bags, Zipper Bags for Organizing,

$13.94
List Price: ~~$19.90~~
Savings: **$5.96** (30%)
Quantity Price

2K+ bought in past month
In Stock
Two-Day
FREE delivery **Fri, Aug 30**
FREE Returns
Style: Multicolored 24pcs,a4

Qty: **50** Delete Save for later



Clipboards, HERKKA 15 Pack Plastic Clipboards Low Profile Clip

$21.77
List Price: ~~$29.99~~
Savings: **$8.22** (27%)
Educator Price

1K+ bought in past month
In Stock
FREE delivery **Sat, Aug 31**
FREE Returns
Style: Transparent

Qty: **50** Delete Save for later



ZOWEETEK ZW-Z258 Portable Rechargeable Mini Voice Amplifier

$27.02
Typical price: ~~$35.99~~
Savings: **$8.97** (25%)
Quantity Price

#1 Best Seller in Power Amplifiers
2K+ bought in past month
In Stock
Two-Day
FREE delivery **Fri, Aug 30**
FREE Returns
Color: Black

Qty: **50** Delete Save for later



50 Pcs Fidget Toys Pack - Kids Stocking Stuffers Gifts for Kids,

$19.96
Typical price: ~~$24.95~~
Savings: **$4.99** (20%)
Quantity Price

10K+ bought in past month
In Stock
Two-Day
FREE delivery **Fri, Aug 30**
FREE Returns

Qty: **50** Delete Save for later



TIME TIMER 12 inch Visual Timer 60 Minute Kids Desk Countdown

$30.75
List Price: ~~$31.95~~
Savings: **$1.20** (4%)
Quantity Price

4K+ bought in past month
In Stock
FREE delivery **Sun, Sep 1**
FREE Returns
Size: 12 Inch
Style: Educator Edition
Pattern Name: Timer

Qty: **50** Delete Save for later Add protection



TecUnite 2 Pack Business Card Holder 3 Tiers Acrylic Card Stand

$9.79
List Price: ~~$10.99~~
Savings: **$1.20** (11%)
Business Price

600+ bought in past month
In Stock
FREE delivery **Mon, Sep 2** for Prime members
FREE Returns
Number of Items: 2

Qty: **20** Delete Save for later



Whirl of Fun 12 Inch Black Prize Wheel-Spinning Wheel for Prizes

$37.99
List Price: ~~$48.99~~
Savings: **$11.00** (22%)
Quantity Price

400+ bought in past month
In Stock
FREE delivery for Prime members
FREE Returns

Qty: **50** Delete Save for later



Aizweb Giant Magnetic Notebook Paper,Dry Erase Handwriting Lined

$27.99

1K+ bought in past month

In Stock

FREE delivery **Sat, Aug 31**

FREE Returns

Style: Notebook

Qty: **50** Delete Save for later



Clorox Disinfecting Wipes Value Pack, Household Essentials, 75

$11.71

List Price: ~~$15.05~~

#1 Best Seller in Household Disinfectant Wipes

100K+ bought in past month

In Stock

Two-Day

FREE delivery **Fri, Aug 30**

FREE Returns

Style: 75 Wipes, Pack of 3

Savings: **$3.34** (22%)

Quantity Price

Qty: **100** Delete Save for later



Loukin Whiteboard Cleaning Wipes, Dry Erase Board Cleaning

$29.15

List Price: ~~$32.99~~

100+ bought in past month

In Stock

FREE delivery for Prime members

FREE Returns

Size: 100 Count (Pack of 3)

Savings: **$3.84** (12%)

Quantity Price

Qty: **100** Delete Save for later

Your Items

Saved for later (55 items) Buy it again

Kids' multi-item party favor packs (1) | Office calculators (2) | Dry erase & wet erase markers (3) | Manual office staplers (1) | Pencil sharpeners (2) | Mixed media paper (1) | Lab, safety & work glov

See more categories

Coversheet

Attendance Incentives - AIPCS II

Section: V. Action Items
Item: AL. Attendance Incentives - AIPCS II
Purpose: Vote
Submitted by:
Related Material: New_ Attendance Incentive AIPCS II.pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: School Sites

Item Details

Title of Item: AIPCS II Attendance Incentives for ESSER III
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☐ 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:
New Submission

Deadline Information

Is there a submission deadline for this item?
☑ Yes ☐ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 09/30/2024

Financial Information (if applicable):

Total Cost: $ $76,510.60
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☑ Other: ESSER III

Design Custom T-shirts & More

Stores Help

CUSTOM INK

My Account 14

Order Summary Qty 10,380 | $76,510.60

Proceed to Checkout

Want to ship to multiple addresses?
Call us at 800-617-4330 or

star Edit Design



Laser Engraved Star Paperweight $4,679.00
Clear | Laser Engraved
Qty 100 @ $46.79 each
One Size 100
Edit Quantity | Remove

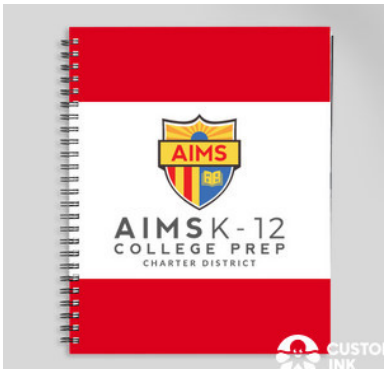
Shipping Speed

- Rush - Add 15%
  Get It By Wed 9/11/2024*
- Standard - FREE!
  Get It By Fri 9/13/2024*

* Delivery dates have been adjusted due to holidays.

Qty	100
Subtotal	$4,679.00
Delivery	$0.00

planner Edit Design



Border JournalBooks ® Spiral Planner $22,305.00
Red | Printing
Qty 1,500 @ $14.87 each
One Size 1500
Edit Quantity | Remove

Shipping Speed

- Rush - Add 15%
  Get It By Wed 9/11/2024*
- Standard - FREE!
  Get It By Fri 9/13/2024*

* Delivery dates have been adjusted due to holidays.

Qty	1,500
Subtotal	$22,305.00
Delivery	$0.00

sotm Edit Design



Hanes Youth Essential-T Crewneck T-shirt $4,250.40

Athletic Red | Printing

Qty 560 @ $7.59 each

YM	YL	YXL	S	M	L	XL
80	80	80	80	80	80	80

Edit Sizes | Add Another Color | Remove

Updated prices took effect Aug. 15

Shipping Speed

- Super Rush - Add 30%
  Get It By end of day Thu 9/5/2024*
  - Order by 2PM ET Thursday
- Rush - Add 15%
  Get It By Fri 9/6/2024*
- Standard - FREE!
  Get It By Fri 9/13/2024*

* Delivery dates have been adjusted due to holidays.

Qty	560
Subtotal	$4,250.40
Delivery	$0.00

Add Design to More Styles

bp2 Edit Design

Essence Adjustable Backpack $4,383.00

Black | Printing

Qty 300 @ $14.61 each

One Size 300

Edit Quantity | Remove



Shipping Speed

- ○ Rush - Add 15%
  Get It By Mon 9/9/2024*
- ◉ Standard - FREE!
  Get It By Fri 9/13/2024*

* Delivery dates have been adjusted due to holidays.

Qty	300
Subtotal	$4,383.00
Delivery	$0.00

folder Edit Design



Full Color Paper Folder $5,360.00
White | Printing
Qty 2,000 @ $2.68 each
One Size 2000
Edit Quantity | Remove

Shipping Speed

- ○ Rush - Add 15%
  Get It By Mon 9/16/2024*
- ◉ Standard - FREE!
  Get It By Fri 9/20/2024*

* Delivery dates have been adjusted due to holidays.

Qty	2,000
Subtotal	$5,360.00
Delivery	$0.00

msbeanie Edit Design

Sportsman Acrylic Knit Beanie $5,355.00
Navy | Embroidery
Qty 500 @ $10.71 each
One Size 500
Edit Quantity | Add Another Color | Remove



Shipping Speed

- ○ Rush - Add 15%
  Get It By Mon 9/9/2024*
- ◉ Standard - FREE!
  Get It By Fri 9/13/2024*

* Delivery dates have been adjusted due to holidays.

Qty	500
Subtotal	$5,355.00
Delivery	$0.00

pencase Edit Design



Mobile Office Pencil Case $10,870.00

Navy | Printing

Qty 1,000 @ $10.87 each

One Size 1000

Edit Quantity | Remove

Shipping Speed

- ○ Rush - Add 15%
  Get It By Mon 9/9/2024*
- ◉ Standard - FREE!
  Get It By Fri 9/13/2024*

* Delivery dates have been adjusted due to holidays.

Qty	1,000
Subtotal	$10,870.00
Delivery	$0.00

sticker3 Edit Design

Full Color 2 in. Die Cut Sticker - With Border $1,210.00

White | Printing

Qty 1,000 @ $1.21 each

One Size 1000

Edit Quantity | Remove



Shipping Speed

- ○ Rush - Add 15%
  Get It By Wed 9/11/2024*
- ◉ Standard - FREE!
  Get It By Fri 9/13/2024*

* Delivery dates have been adjusted due to holidays.

Qty	1,000
Subtotal	$1,210.00
Delivery	$0.00

stick2 Edit Design



Full Color 3 in. Circle Vinyl Sticker $540.00
Cardinal | Printing
Qty 1,000 @ $0.54 each
One Size 1000
Edit Quantity | Remove

Shipping Speed

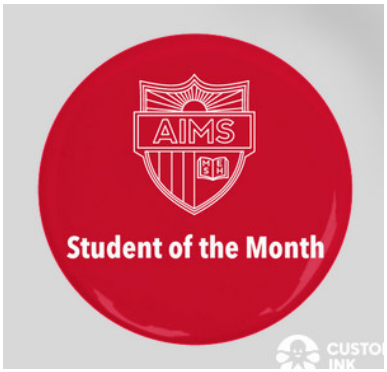
- ○ Rush - Add 15%
  Get It By Wed 9/11/2024*
- ◉ Standard - FREE!
  Get It By Fri 9/13/2024*

* Delivery dates have been adjusted due to holidays.

Qty	1,000
Subtotal	$540.00
Delivery	$0.00

sotmpin Edit Design

1.75" Round Button $820.00
Red | Printing
Qty 1,000 @ $0.82 each
One Size 1000
Edit Quantity | Remove



Shipping Speed

- ○ Rush - Add 15%
  Get It By Fri 9/13/2024*
- ◉ Standard - FREE!
  Get It By Mon 9/16/2024*

* Delivery dates have been adjusted due to holidays.

Qty	1,000
Subtotal	$820.00
Delivery	$0.00

wb2 Edit Design



21 oz. Montego Water Bottle — $1,880.00
Transparent Red | Printing
Qty 400 @ $4.70 each
One Size 400
Edit Quantity | Remove

Shipping Speed

- ○ Rush - Add 15%
  Get It By Fri 9/6/2024*
- ◉ Standard - FREE!
  Get It By Mon 9/9/2024*

* Delivery dates have been adjusted due to holidays.

Qty	400
Subtotal	$1,880.00
Delivery	$0.00

bag1 Edit Design

Robin Zipper Drawstring Bag — $1,570.00
Red | Printing
Qty 500 @ $3.14 each
One Size 500
Edit Quantity | Remove



Shipping Speed

- ○ Rush - Add 15%
  Get It By Fri 9/6/2024*
- ◉ Standard - FREE!
  Get It By Mon 9/9/2024*

* Delivery dates have been adjusted due to holidays.

Qty	500
Subtotal	$1,570.00
Delivery	$0.00

01 Edit Design



Sportsman Pom Pom Beanie $3,738.00

Red / Gold | Embroidery

Qty 300 @ $12.46 each

One Size 300

Edit Quantity | Add Another Color | Remove

Shipping Speed

- ○ Rush - Add 15%
  Get It By Mon 9/9/2024*
- ◉ Standard - FREE!
  Get It By Fri 9/13/2024*

* Delivery dates have been adjusted due to holidays.

Qty	300
Subtotal	$3,738.00
Delivery	$0.00

Add Design to More Styles

sotmjacket Edit Design



Port Authority Youth Value Fleece Jacket $9,550.20

True Navy | Embroidery

Qty 220 @ $43.41 each

YS	YM	YL	YXL	XS	S	M	L
20	20	50	50	20	20	20	20

Edit Sizes | Add Another Color | Remove

Shipping Speed

- ○ Rush - Add 15%
  Get It By Mon 9/9/2024*
- ◉ Standard - FREE!
  Get It By Fri 9/13/2024*

* Delivery dates have been adjusted due to holidays.

Qty	220
Subtotal	$9,550.20
Delivery	$0.00

Add Design to More Styles

Delivery Options

- ◉ Ship to one address
- ○ Ship to multiple addresses New!
  Send your products to recipients as soon as they're ready.
- ○ Store in inventory New!
  Leave your products with us and distribute them over time as needed.

Proceed to Checkout

Coversheet

Attendance Incentives - AIMS HS

Section: V. Action Items
Item: AM. Attendance Incentives - AIMS HS
Purpose: Vote
Submitted by:
Related Material: New_ Attendance Incentive AIMS HS.pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: School Sites

Item Details

Title of Item: HS Attendance Incentives for ESSER III
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☐ 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:
New Submission

Deadline Information

Is there a submission deadline for this item?
☑ Yes ☐ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 09/30/2024

Financial Information (if applicable):

Total Cost: $ $7,691.60
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☑ Other: ESSER III

Design Custom T-shirts & More Stores Help

CUSTOM INK My Account 5

Order Summary Qty 680 | $7,691.60

Proceed to Checkout

Want to ship to multiple addresses?
Call us at 800-617-4330 or Chat

sotm Edit Design



Hanes Youth Essential-T Crewneck T-shirt $2,582.40
Athletic Red | Printing
Qty 320 @ $8.07 each
M 80 L 80 XL 80 S 80
Edit Sizes | Add Another Color | Remove

Updated prices took effect Aug. 15

Shipping Speed

- Super Rush - Add 30%
  Get It By end of day Thu 9/5/2024*
  - Order by 2PM ET Thursday
- Rush - Add 15%
  Get It By Fri 9/6/2024*
- (•) Standard - FREE!
  Get It By Fri 9/13/2024*

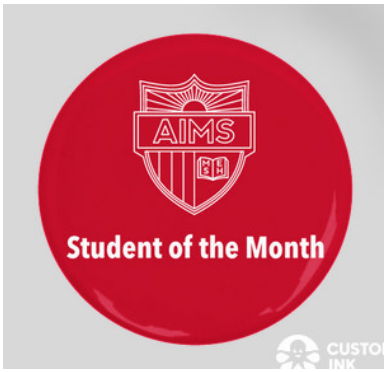
* Delivery dates have been adjusted due to holidays.

Qty	320
Subtotal	$2,582.40
Delivery	$0.00

Add Design to More Styles

sotmpin Edit Design

1.75" Round Button $247.00
Red | Printing
Qty 100 @ $2.47 each
One Size 100
Edit Quantity | Remove



Shipping Speed

- ○ Rush - Add 15%
  Get It By Fri 9/13/2024*
- ◉ Standard - FREE!
  Get It By Mon 9/16/2024*

* Delivery dates have been adjusted due to holidays.

Qty	100
Subtotal	$247.00
Delivery	$0.00

wb2 Edit Design



21 oz. Montego Water Bottle — $516.00
Transparent Red | Printing
Qty 100 @ $5.16 each
One Size 100
Edit Quantity | Remove

Shipping Speed

- ○ Rush - Add 15%
  Get It By Fri 9/6/2024*
- ◉ Standard - FREE!
  Get It By Mon 9/9/2024*

* Delivery dates have been adjusted due to holidays.

Qty	100
Subtotal	$516.00
Delivery	$0.00

01 Edit Design

Sportsman Pom Pom Beanie — $1,513.00
Red / Gold | Embroidery
Qty 100 @ $15.13 each
One Size 100
Edit Quantity | Add Another Color | Remove



Shipping Speed

- ○ Rush - Add 15%
  Get It By Mon 9/9/2024*
- ◉ Standard - FREE!
  Get It By Fri 9/13/2024*

* Delivery dates have been adjusted due to holidays.

Qty	100
Subtotal	$1,513.00
Delivery	$0.00

Add Design to More Styles

sotmjacket Edit Design



Port Authority Youth Value Fleece Jacket $2,833.20
True Navy | Embroidery
Qty 60 @ $47.22 each
XS 20 S 20 M 10 L 10
Edit Sizes | Add Another Color | Remove

Shipping Speed

- ○ Rush - Add 15%
  Get It By Mon 9/9/2024*
- ◉ Standard - FREE!
  Get It By Fri 9/13/2024*

* Delivery dates have been adjusted due to holidays.

Qty	60
Subtotal	$2,833.20
Delivery	$0.00

Add Design to More Styles

Delivery Options

- (●) Ship to one address
- ( ) Ship to multiple addresses New!
  Send your products to recipients as soon as they're ready.
- ( ) Store in inventory New!
  Leave your products with us and distribute them over time as needed.

Proceed to Checkout

Coversheet

Math Intervention Workbooks - AIPCS II

Section:	V. Action Items
Item:	AN. Math Intervention Workbooks - AIPCS II
Purpose:	Vote
Submitted by:	
Related Material:	New_ Updated ESSER III AIPCS II MATH Board.pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: School Sites

Item Details

Title of Item: AIPCS II Math Workbooks for ESSER III
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☐ 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:
New Submission

Deadline Information

Is there a submission deadline for this item?
☑ Yes ☐ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 09/30/2024

Financial Information (if applicable):

Total Cost: $ $11,544.40
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☑ Other: ESSER III

All Enter keyword or product number

Education supplies

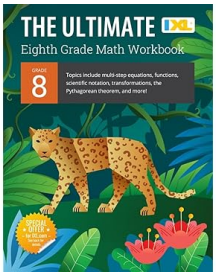
All Back to School Buy Again Today's Deals EN Hello, Julia Account for American India... Lists Business Prime 99+

Shop now **Julia,** treat your employees and clients to an **Amazon Gift Card.**



Shopping Cart

Price



IXL Ultimate Grade 8 Math Workbook: Algebra Prep,

by IXL Learning

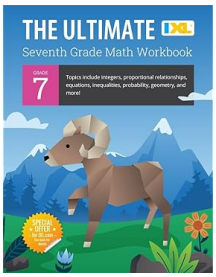
Paperback
ISBN-10: 1947569635
ISBN-13: 978-1947569638
In Stock

FREE delivery **Thu, Aug 29**
FREE Returns

$12.37
List Price: ~~$16.99~~

Savings: **$4.62** (27%)
Quantity Price

Qty: **100** Delete Save for later



IXL Ultimate Grade 7 Math Workbook: Algebra Prep,

by IXL Learning

#1 Best Seller in Teen & Young Adult Arithmetic

Paperback
ISBN-10: 1947569627
ISBN-13: 978-1947569621
In Stock

Two-Day
FREE delivery **Wed, Aug 28**
FREE Returns

$12.36
List Price: ~~$16.99~~

Savings: **$4.63** (27%)
Quantity Price

Qty: **100** Delete Save for later



The Ultimate Grade 6 Math Workbook: Geometry, Algebra

by IXL Learning

Paperback
ISBN-10: 1947569619
ISBN-13: 978-1947569614
In Stock

FREE delivery **Thu, Aug 29**
FREE Returns

$13.38
List Price: ~~$16.99~~

Savings: **$3.61** (21%)
Quantity Price

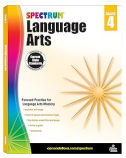
Qty: **100** Delete Save for later

Subtotal (920 items): **$11,544.40**

This order contains a gift

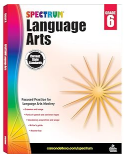
Proceed to checkout

Customers who bought items in your cart also bought



Spectrum Language...
› Spectrum
2,013
Paperback
$8.49

Add to cart



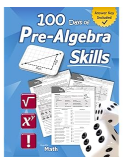
Spectrum Language...
› Spectrum
1,921
Paperback
$6.39

Add to cart



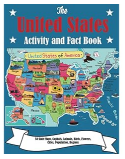
Spectrum 4th Grade...
› Spectrum
1,600
Paperback
$7.79

Add to cart



Pre-Algebra Skills:...
› Humble Math
437
Paperback
$8.99

Add to cart



The United States...
› Dylanna Press
1,545
Paperback
$9.99



The Ultimate Grade 5 Math Workbook: Decimals, Fractions,

by IXL Learning

Paperback

ISBN-10: 1947569457

ISBN-13: 978-1947569454

In Stock

Two-Day

FREE delivery **Wed, Aug 28**

FREE Returns

$12.87

List Price: ~~$16.99~~

Savings: **$4.12** (24%)

Quantity Price

Qty: **150** Delete Save for later



The Ultimate Grade 4 Math Workbook: Multi-Digit

by IXL Learning

Paperback

ISBN-10: 1947569511

ISBN-13: 978-1947569515

In Stock

FREE delivery **Thu, Aug 29**

FREE Returns

$12.59

Qty: **150** Delete Save for later



The Ultimate Grade 3 Math Workbook: Multiplication, Division,

by IXL Learning

Paperback

ISBN-10: 1947569503

ISBN-13: 978-1947569508

In Stock

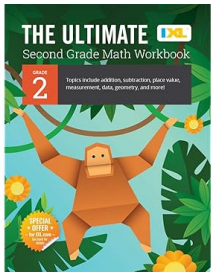
Two-Day

FREE delivery **Wed, Aug 28**

FREE Returns

$11.61

Qty: **100** Delete Save for later



The Ultimate Grade 2 Math Workbook: Multi-Digit Addition,

by IXL Learning

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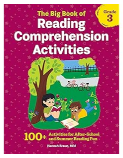
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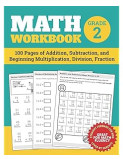
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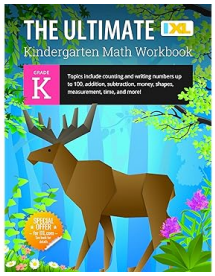
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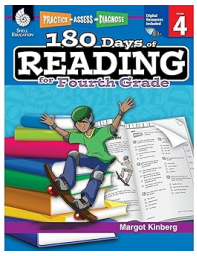
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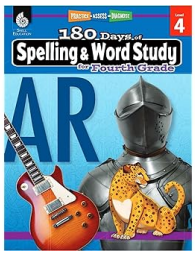
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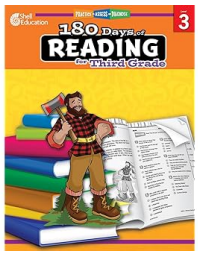
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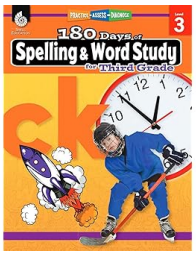
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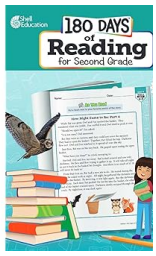
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AIMS K-12 College Prep Charter District
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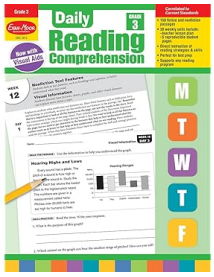
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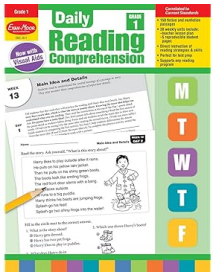
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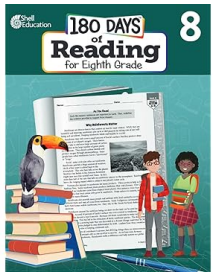
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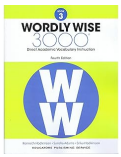
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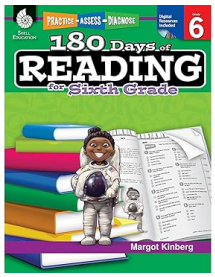
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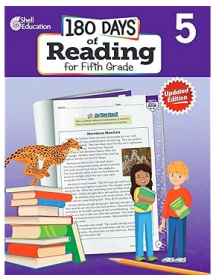
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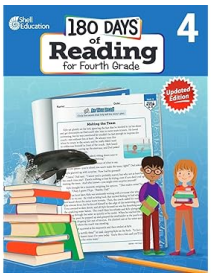
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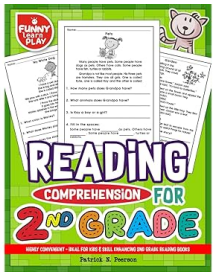
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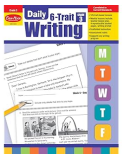
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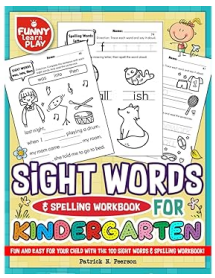
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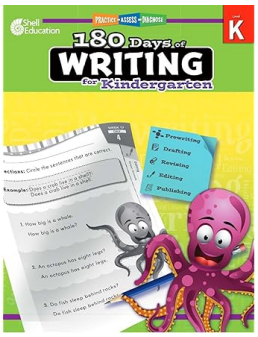
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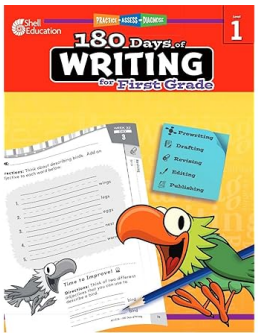
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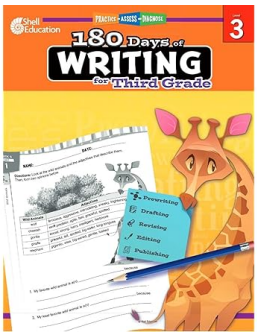
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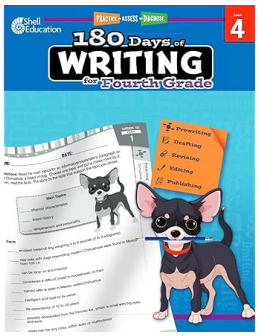


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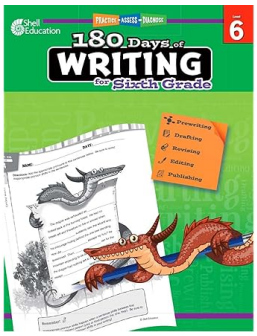


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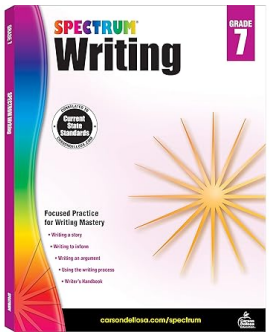
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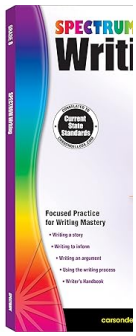
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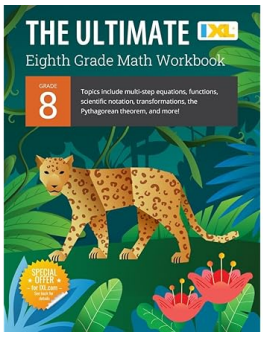
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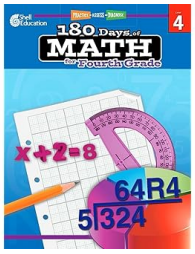
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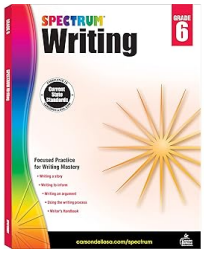
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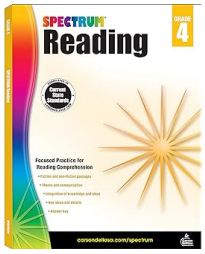
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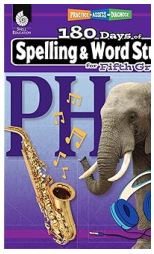
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Coversheet

Writing Intervention Workbooks AIPCS II

Section:	V. Action Items
Item:	AP. Writing Intervention Workbooks AIPCS II
Purpose:	Vote
Submitted by:	
Related Material:	New_ Updated ESSER III AIPCS II Writing Board.pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: School Sites

Item Details

Title of Item: AIPCS II Writing Workbooks for ESSER III
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☐ 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:
New Submission

Deadline Information

Is there a submission deadline for this item?
☑ Yes ☐ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 09/30/2024

Financial Information (if applicable):

Total Cost: $ $15,508.10
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☑ Other: ESSER III

All Enter keyword or product number

Education supplies

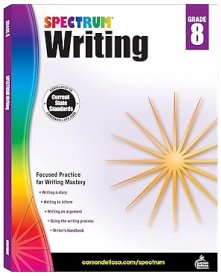
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by Spectrum

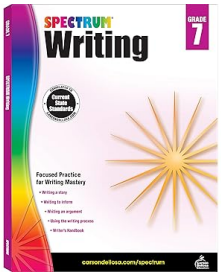
Paperback
ISBN-10: 1483812030
ISBN-13: 978-1483812038
In Stock

$7.51
Price ~~$7.99~~

Business Savings:
$0.48 (6%)
Quantity Price

FREE delivery **Thu, Aug 29**
FREE Returns

Qty: **100** Delete Save for later



Spectrum 7th Grade Writing Workbooks, Ages 12 to 13, 7th

by Spectrum

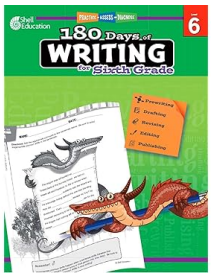
Paperback
ISBN-10: 1483812022
ISBN-13: 978-1483812021
In Stock

$7.51
List Price: ~~$12.99~~

Savings:
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Quantity Price

Two-Day
FREE delivery **Wed, Aug 28**
FREE Returns

Qty: **100** Delete Save for later



180 Days of Writing for Sixth Grade - An Easy-to-Use Sixth

by Wendy Conklin

Paperback
ISBN-10: 1425815294
ISBN-13: 978-1425815295
In Stock

$14.93
List Price: ~~$31.49~~

Savings:
$16.56 (53%)
Quantity Price

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FREE Returns

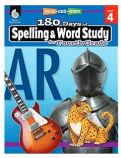
Qty: **100** Delete Save for later

Subtotal (920 items): **$15,508.10**

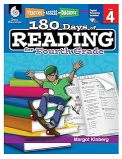
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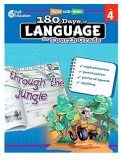
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$15.19
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180 Days of Reading:...
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Paperback
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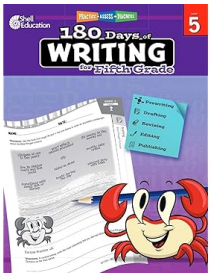
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Shireen Pesez Rhoades
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Paperback
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180 Days of Languag...
› Suzanne I. Barchers
550
Paperback
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180 Days of Languag...
Christine Dugan
325
Paperback
$22.49



180 Days of Writing for Fifth Grade - An Easy-to-Use Fifth Grade **$22.99**

by Torrey Maloof

Paperback

ISBN-10: 1425815286

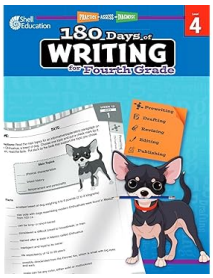
ISBN-13: 978-1425815288

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FREE Returns

Qty: **150** Delete Save for later



180 Days of Writing for Fourth Grade - An Easy-to-Use Fourth **$15.62**

List Price: ~~$22.99~~

Savings: **$7.37** (32%)

Quantity Price

by Kristin Kemp

Paperback

ISBN-10: 1425815278

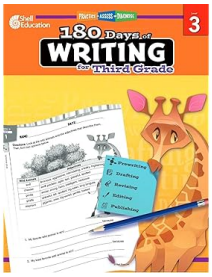
ISBN-13: 978-1425815271

In Stock

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180 Days of Writing for Third Grade - An Easy-to-Use Third **$20.49**

by Kristi Sturgeon

Paperback

ISBN-10: 142581526X

ISBN-13: 978-1425815264

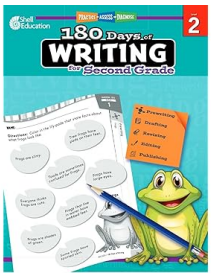
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ISBN-13: 978-1425815257

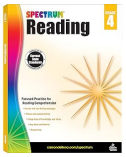
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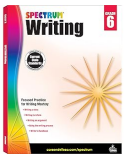
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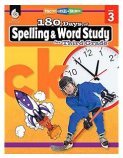
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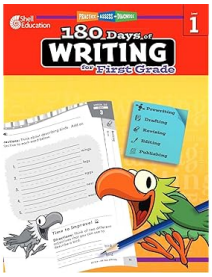
Shireen Pesez Rhoades

576

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by Jodene Smith

Paperback

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ISBN-13: 978-1425815240

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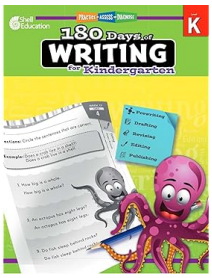
$16.57

List Price: ~~$31.49~~

Savings: **$14.92** (47%)

Quantity Price

Qty: **60** Delete Save for later



180 Days of Writing for Kindergarten - An Easy-to-Use

by Tracy Pearce

Paperback

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ISBN-13: 978-1425815233

In Stock

FREE delivery **Thu, Aug 29**

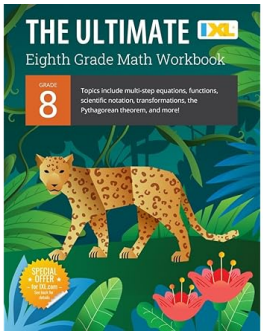
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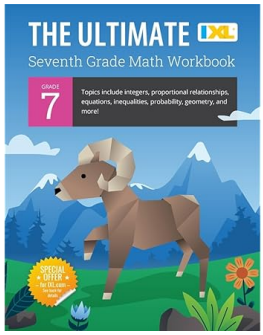
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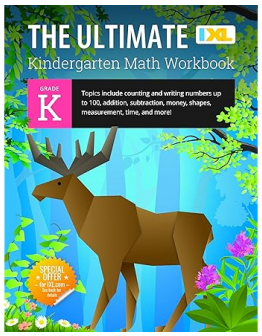
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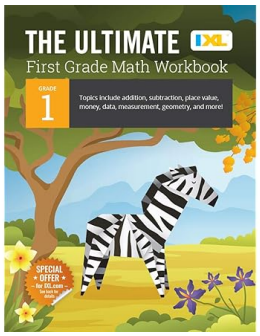
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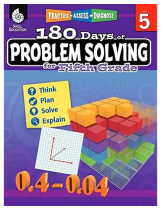
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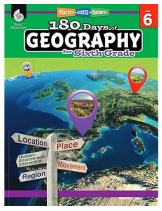
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Coversheet

Air Purifiers- AIMS HS

Section: V. Action Items
Item: AQ. Air Purifiers- AIMS HS
Purpose: Vote
Submitted by:
Related Material: new_ Updated ESSER III HS Air Purifier Board.pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: School Sites

Item Details

Title of Item: HS Air Purifiers for ESSER III
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☐ 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:
New Submission

Deadline Information

Is there a submission deadline for this item?
☑ Yes ☐ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 09/30/2024

Financial Information (if applicable):

Total Cost: $ $10,665.14
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☑ Other: ESSER III

Laguna Greenworks LLC
309 Agate St
Laguna Beach, CA 92651 US
+19493713310
info@lagunagreenworks.com
www.lagunagreenworks.com

ADDRESS
Julia Li
Oakland Unified School District - AIMS Charter School
171 12th St
Oakland, CA 94607

SHIP TO
Julia Li
Oakland Unified School District - AIMS Charter School
171 12th St
Oakland, CA 94607

Quotation Q24-133

DATE 08/26/2024

EXPIRATION DATE 11/26/2024

SHIP VIA
Dyson Drop Ship

SALES REP
ELM

PROJECT
AIMS Charter School

DATE	ACTIVITY	QTY	RATE	AMOUNT
08/26/2024	**Dyson AirQuality:TP10 Purifier - W/G** Dyson Purifier Tower - WHITE/SILVER SKU 664609-01 (List Price $499.99)	20	353.70	7,074.00T
08/26/2024	**Dyson Parts-Accessories:HEPA Combined Glass+Activated Carbon Filter - HP04-07-09/TP04-07-09 (SKU 965432-01)** HEPA Combined Glass+Activated Carbon Filter - HP04-07-09/TP04-07-09 SKU 965432-01 (List Price: $79.99)	40	64.99	2,599.60T
08/26/2024	**Shipping:Shipping - Pfd Partner Std** Shipping - Std Ground - Preferred Partner - NO CHARGE	60	0.00	0.00

1. Shipping is via Dyson Drop Ship.
2. Please allow 7-10 business days for delivery.
3. Laguna Greenworks will extend Net 30 Terms to Oakland Unified School District.

SUBTOTAL	9,673.60
TAX	991.54
TOTAL	$10,665.14

Accepted By

Accepted Date

Coversheet

Air Purifiers- AIPCS II

Section: V. Action Items
Item: AR. Air Purifiers- AIPCS II
Purpose: Vote
Submitted by:
Related Material: New_ Updated ESSER III AIPCS II Air Purifier Board.pdf

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

Submitter Information

Full Name: Julia Li
Position/Title: Director of Schools
Department: School Sites

Item Details

Title of Item: AIPCS II Air Purifiers for ESSER III
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☐ 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:
New Submission

Deadline Information

Is there a submission deadline for this item?
☑ Yes ☐ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 09/30/2024

Financial Information (if applicable):

Total Cost: $ $26,662.86
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☑ Other: ESSER III

Laguna Greenworks LLC
309 Agate St
Laguna Beach, CA 92651 US
+19493713310
info@lagunagreenworks.com
www.lagunagreenworks.com

ADDRESS
Julia Li
Oakland Unified School District - AIMS Charter School
171 12th St
Oakland, CA 94607

SHIP TO
Julia Li
Oakland Unified School District - AIMS Charter School
171 12th St
Oakland, CA 94607

Quotation Q24-134

DATE 08/26/2024

EXPIRATION DATE 11/26/2024

SHIP VIA
Dyson Drop Ship

SALES REP
ELM

PROJECT
AIMS Charter School

DATE	ACTIVITY	QTY	RATE	AMOUNT
08/26/2024	**Dyson AirQuality:TP10 Purifier - W/G** Dyson Purifier Tower - WHITE/SILVER SKU 664609-01 (List Price $499.99)	50	353.70	17,685.00T
08/26/2024	**Dyson Parts-Accessories:HEPA Combined Glass+Activated Carbon Filter - HP04-07-09/TP04-07-09 (SKU 965432-01)** HEPA Combined Glass+Activated Carbon Filter - HP04-07-09/TP04-07-09 (SKU 965432-01) (List Price: $79.99)`	100	64.99	6,499.00T
08/26/2024	**Shipping:Shipping - Pfd Partner Std** Shipping - Std Ground - Preferred Partner - NO CHARGE	150	0.00	0.00

1. Shipping is via Dyson Drop Ship.
2. Please allow 7-10 business days for delivery.
3. Laguna Greenworks will extend Net 30 Terms to Oakland Unified School District.

SUBTOTAL	24,184.00
TAX	2,478.86
TOTAL	$26,662.86

Accepted By

Accepted Date

Coversheet

AIMS Sports Budget FY24-25

Section: V. Action Items
Item: AS. AIMS Sports Budget FY24-25
Purpose: Vote
Submitted by:
Related Material: 2024-25 AIMS Sports Budget - Aug 2024 (1) (2).pdf

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

Submitter Information

Full Name: Ashlee Robinson
Position/Title: Student Activities Coordinator
Department: AIMS HS, AIMS MS and AIPCS II
Date of Submission (MM/DD/YYYY): 08/22/2024

Item Details

Title of Item: FY 24-25 AIMS Sports Budget
Is this item a: X New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
☐ Superintendent
☐ ChiefBusinessOfficer(CBO)(Ifbudgetchanges)
☐ Director of Compliance (If plan changes)
X Neither

Committee Review

Has this item been through the appropriate committee review process?
☐ Yes X No
Ifyes: Pleasespecifywhichcommittee(s)andprovideminutesorapprovaldocumentation:

Ifno: Explainwhy:
New Submission

Deadline Information

Is there a submission deadline for this item?
☐ Yes X No
Ifyes: Pleaseindicatethedeadlinedate(MM/DD/YYYY):

Financial Information (if applicable):

Total Cost: $ $235,017.83
Is this expenditure included in the annual budget?
X Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA X LCAP ☐ Other:

140 AIMS K12 SPORTS BUDGET

TOTAL REVENUE	$	235,017.83
PERSONELL	$	115,938.83
NON SALARY EXPENSE	$	93,075.00
BALANCE	$	26,004.00

Athletic Director — **High**
Athletic Director — **Middle**
Assistant Athletic Director — **District** 120

6.20%

NON SALARY PROGRAM

HIGH SCHOOL

UPC	obj	loc	res	prog	FULL NAME	POSITION	SPORT ASSIGNMENT	Department	Season	Total Comp	Cost / Stipend Rate	OASDI
	2200	10	0	140	Ashlee Robinson	Student Activities Coordinator	Portion of Salary Funded Here	Athletic	All Year	**$37,926.83**	**$35,004**	$2,170.25
	2200	10	0	140		Athletic Director	High School	Athletic	All Year	**$13,002**	**$12,000**	$744.00
ATHDIR0001	2200	10	0	140		Athletic Director	Middle School	Athletic	All Year	**$13,002.00**	**$12,000**	$744.00
AADR0001	2200	10	0	140		Assistant Athletic Director	District	Athletic	All Year	**$6,501.00**	**$6,000**	$372.00
COACH0003	2200	10	0	140		Coach	Soccer (Boys: High School)	Athletic	**FALL** (Aug-Oct)	**$3,250.50**	**$3,000**	$186.00
COACH0012	2200	10	0	140		Assistant Coach	Soccer (Boys: High School)	Athletic	**FALL** (Aug-Oct)	**$2,167.00**	**$2,000**	$124.00
	2200	10	0	140		Coach	Soccer (Girl: High School)	Athletic	**SPRING** (Feb-May)	**$3,250.50**	**$3,000**	$186.00
	2200	10	0	140		Assistant Coach	Soccer (Girl: High School)	Athletic	**SPRING** (Feb-May)	**$2,167.00**	**$2,000**	$124.00
	2200	10	0	140		Coach	Track and Field (High School)	Athletic	**SPRING** (Feb-May)	**$3,250.50**	**$3,000**	$186.00
	2200	10	0	140		Assistant Coach	Track and Field (High School)	Athletic	**SPRING** (Feb-May)	**$2,167.00**	**$2,000**	$124.00
COACH0011	2200	10	0	140		Coach	Volleyball (Boy: High School)	Athletic	**SPRING** (Feb-May)	**$3,250.50**	**$3,000**	$186.00
	2200	10	0	140		Assistant Coach	Volleyball (Boy: High School)	Athletic	**SPRING** (Feb-May)	**$2,167.00**	**$2,000**	$124.00
COACH0002	2200	10	0	140		Coach	Volleyball (Girl: High School)	Athletic	**FALL** (Aug-Oct)	**$3,250.50**	**$3,000**	$186.00
	2200	10	0	140		Coach	Badminton (High School)	Athletic	**SPRING** (Feb-May)	**$3,250.50**	**$3,000**	$186.00
COACH0014	2200	10	0	140		Coach	Basketball (Boy: High School)	Athletic	**WINTER** (Nov-Feb)	**$3,250.50**	**$3,000**	$124.00
ASCO0002	2200	10	0	140		Assistant Coach	Basketball (Boy: High School)	Athletic	**WINTER** (Nov-Feb)	**$2,167.00**	**$2,000**	$186.00
ASCO0001	2200	10	0	140		Coach	Basketball (Girl: High School)	Athletic	**WINTER** (Nov-Feb)	**$2,167.00**	**$2,000**	$186.00
COACH0006	2200	10	0	140		Assistant Coach	Basketball (Girl: High School)	Athletic	**WINTER** (Nov-Feb)	**$3,250.50**	**$3,000**	$186.00
COACH0013	2200	10	0	140		Coach	Cheerleader (High School)		**WINTER** (Nov-Feb)	**$3,250.50**	**$3,000**	$186.00
COACH0001						Coach	Cross Country (High School)		**FALL** (Aug-Oct)	**$3,250.50**	**$3,000**	
								TOTAL COMPENSATION		**$115,938.83**	**$107,004**	**6,634.25**

MIDDLE SCHOOL

COACH0007	2200	10	0	140		Coach	Basketball (Boy: Middle School)	Athletic	**WINTER** (Jan-Mar)	**$3,250.50**	**$3,000**	$186.00
COACH0008	2200	10	0	140		Coach	Basketball (Girl: Middle School)	Athletic	**WINTER** (Jan-Mar)	**$3,250.50**	**$3,000**	$186.00
COACH0004	2200	10	0	140		Coach	Flag Football (Boy: Middle School)	Athletic	**FALL** (Sept-Nov)	**$3,250.50**	**$3,000**	$186.00
COACH0009	2200	10	0	140		Coach	Flag Football (Girl: Middle School)	Athletic	**FALL** (Sept-Nov)	**$3,250.50**	**$3,000**	$186.00
COACH0010	2200	10	0	140		Coach	Soccer (Boy: Middle School)	Athletic	**WINTER** (Jan-Mar)	**$3,250.50**	**$3,000**	$186.00
COACH0005	2200	10	0	140		Coach	Soccer (Girl: Middle School)	Athletic	**WINTER** (Jan-Mar)	**$3,250.50**	**$3,000**	$186.00
COACH0015	2200	10	0	140		Coach	Volleyball (Girl: Middle School)	Athletic	**FALL** (Sept-Nov)	**$3,250.50**	**$3,000**	$186.00
	2200	10	0	140		Coach	Volleyball (Boys: Middle School)	Athletic	**SPRING** (Apr-May)	**$3,250.50**	**$24,000**	$186.00
								TOTAL COMPENSATION		**$26,004.00**		**1,488.00**

TOTAL NON SALARY PROGRAM

	4342	10	140	0		**Certificates of Insurance**				$ 1,000		
	4342	10	140	0		**BACSAC Entry Fee**				$ 3,300		
	4342	10	140	0		**CIF Student Fees ($1 Per Student)**				$ 445		
	4342	10	140	0		**HS Entry Fees (Cross Country)**				$ 700		
	4342	10	140	0		**HS Entry Fees (Badminton)**				$ 750		
	4342	10	140	0		**HS Entry Fees (Track and Field)**				$ 750		
	4342	10	140	0		**HS Entry Fees (Boys Soccer)**				$ 3,200		
	4342	10	140	0		**HS Entry Fees (Girls Soccer)**				$ 3,200		
	4342	10	140	0		**HS Entry Fees (Boys Volleyball)**				$ 2,900		
	4342	10	140	0		**HS Entry Fees (Girls Volleyball)**				$ 2,900		
	4342	10	140	0		**HS Entry Fees (Boys Basketball)**				$ 2,700		
	4342	10	140	0		**HS Entry Fees (Girls Basketball)**				$ 2,700		
	4342	10	140	0		**HS Facility Rentals**				$ 12,000		
	4342	10	140	0		**HS Tournaments / Invitationals / Lodging**				$ 5,000		
	4342	10	140	0		**Conferences / Lodging / Meals**				$ 5,000		
	4342	10	140	0		**HS Professional Development**				$ 1,450		
	4342	10	140	0		**HS Transportation / Gas / Toll Fees**				$ 5,000		
	4342	10	140	0		**HS Sports Meals / Snacks**				$ 2,000		
	4342	10	140	0		**HS Sports Uniforms / Equipment**				$ 5,000		
	4342	10	140	0		**HS Awards Banquets (2)**				$ 7,500		
	4342	10	140	0		**HS Website / Marketing / Promotions**				$ 1,000		
	4342	10	140	0		**Van Upkeep**				$ 1,000		
	4342	10	140	0		**MS Coaches Certifications**				$ 300		
	4342	10	140	0		**MS Entry Fees (Boys Flag Football)**				$ 775		
	4342	10	140	0		**MS Entry Fees (Girls Flag Football)**				$ 775		
	4342	10	140	0		**MS Entry Fees (Boys Soccer)**				$ 850		
						MS Entry Fees (Girls Soccer)				$ 850		
						MS Entry Fees (Boys Volleyball)				$ 475		

Coversheet

All Tied Up

Section:	V. Action Items
Item:	AT. All Tied Up
Purpose:	Vote
Submitted by:	
Related Material:	AIMS_Vendor_Agreement_2024-2025pdf_and_invoi (1).pdf AIMS All Tied Up CV (1).pdf

Contract for Services
Contract term September 2024-May 2025

All Tied Up
7550 St. Patrick Way
#106
Dublin, Ca 94568
510-571-7999

Armand Carr, Founder/CEO
Eileen Gazaway, Executive Director

Date: August 27, 2024

All Tied Up Academy (ATU) is a nonprofit organization dedicated to empowering underrepresented young men and women through mentorship, education, and personal development. ATU offers workshops, podcast and leadership training that focus on building self-confidence, enhancing communication skills, and fostering a sense of community. Through partnerships with influential organizations and a commitment to youth empowerment, ATU helps shape future leaders who are confident in their voices and equipped to make a positive impact in their communities.

Term of Contract: This is a contract for services between **All Tied Up** and AIMS K-12, entered this 27th day of August 2024 for the period of September 2024-May 2025.

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

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

Insurance
All Tied Up covenants and agrees to provide general liability, automobile liability (if driving on District sites), products and completed operations, property damage and errors and omissions insurance in an

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

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

Payment Terms
Net-30 days
Payments are due within 30 days from the date of the invoice. If payment is not received within this period, a late fee of 5% of the total invoice amount will be applied for each 15-day period past the due date until the balance is paid in full. Continued non-payment may result in the suspension of services and potential legal action to recover the outstanding amount.

Invoices
Invoices shall contain the following information: invoice number, description, fees and balances. Sales tax, where applicable, shall be shown separately. Handling/delivery charges shall be identified in accordance with the purchase order.

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

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

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

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

Termination by District
All Tied Up understands that the District may terminate this Agreement at any time; however, termination must be for cause and must include written notice specifying the reasons for termination. All Tied Up will be compensated in full for all goods and services satisfactorily rendered up to the date of termination, as well as for any work in progress that cannot reasonably be halted. Written notice of termination shall be provided at least 15 days in advance and will only be deemed effective when received by All Tied Up.

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

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

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

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

No Rightist Third Parties
This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

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

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

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

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

Scope of Services

All Tied Up Academy

Between AIMS College Prep High School and All Tied Up Academy

Effective Dates:September 2024 - May 2025

Parties Involved:
AIMS College Prep High School *and*
All Tied Up Academy (ATU)

Scope of Work:

1. Workshop Overview:
- Program: All Tied Up Podcast and Mentoring Workshops
- Frequency: Two one-hour workshops per month
- Duration:September 2024 through May 2025 (1st and 2nd Semesters)
- Total Workshops:18 sessions plus a minimum of 3 field trips

2. Workshop Description:
The All Tied Up podcast workshop offers a hands-on learning experience, empowering students to use language as a tool for positive change. Participants will learn to create and publish podcast episodes. Through team-building, students will connect with peers sharing similar interests, encouraging collaboration and creativity. They will brainstorm and select podcast topics, honing their skills in personality, programming, and production.

3. Workshop Objectives:
- Intro to Podcasting: Familiarize students with podcasting.
- Teambuilding: Identify students with similar interests and create teams.
- Brainstorming and Choosing a Topic: Teams will work together to brainstorm podcast topics related to the following four core workshops:

1. Mental Health
2. Hygiene Health
3. Financial Health
4. Networking Health

4. Skills Taught:

- Honing Skills in:

5. Personality
6. Programming
7. Production

5. Various Positions in Podcast Production:

1. Show Producer
2. Timekeeper
3. Filming Assistant
4. Board Operator
5. Host
6. Lighting Coordinator
7. Video Coordinator

6. Empowerment Objectives:

- Learn to use your voice responsibly
- Gain hands-on experience with podcasting equipment
- Work collaboratively in teams
- Develop better listening and communication skills
- Learn from and support each other

7. Project Outcome:

- Participants will create, publish, and promote 5-10 minute podcast episodes.
- Opportunity for students to interview esteemed community leaders including teachers, administrators, local activists, business professionals, and other inspiring figures.
- The school can expect at least one fully produced podcast each month, ready for distribution by the communications department, contingent on active student participation.

8. Additional Workshop Components:

- Student Mentoring and Enrichment Monthly Workshops
- Focus on:
  - Physical/Mental Health
  - Networking
  - Financial Literacy
- Activities include:
  - Self-empowerment exercises
  - Leadership development
  - Special Guests
- Students will have the opportunity to attend at least 3 field trips. AIMS College Prep High School is responsible for student transportation to and from field trips at their own expense. All Tied Up is not responsible for transportation fees or coordination.

9. Community Impact:

- ATU aims to develop, nurture, and sustain partnerships with businesses, community groups, educational institutions, and non-profit organizations.
- Goal: Enhance the community by providing practical support, creating a paradigm shift, and instituting positive change to improve lives.

10. Scheduling and Calendar:
    - A detailed calendar of podcast schedules, guest lists, and field trips will be provided once the contract is solidified with confirmed dates.
    - The schedule, guests, and field trips cannot be confirmed until the agreement is finalized by both All Tied Up and AIMS College Prep High School.
    - Field trip dates are dependent on finalization by All Tied Up sponsoring companies.
    - Guests are determined based on the podcast schedule and their availability.

Payment Terms:

Total Amount for Services: $12,000
- $6,000 per semester

Payment Schedule:
- First Semester Payment: Due upon execution of the agreement.
- Second Semester Payment: Due by January 15th, 2025.

Payment Instructions:
Check payable to: All Tied Up Academy
Address:7550 St. Patrick Way #106, Dublin, CA 94568
EIN: 87-2619949

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

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

All Tied Up (Vendor):All Tied Up Academy

Date:8/27/2024

Signature: Signed by: Eileen Gazaway DC4FA0B8D713415...

Print Name:Eileen Gazaway

Title: Executive Director

All Tied Up

7550 St. Patrick Way
#106
Dublin, Ca 94568
510-571-7999
alltieduppr@gmail.com
www.alltiedup.org

Non-profit
Employer Identification Number: 87-2619949

INVOICE
#990202

All Tied Up

7550 St. Patrick Way,

#106

Dublin, Ca 94568

Attention: Maya Woods-Cadiz

AIMS College Prep K-12
High School Workshops (September 2024-December 2024)

Date: August 27, 2024

Terms: ***Check payable to All Tied Up*** *7550 St, Patrick Way, #106 Dublin, Ca 94568*

Description	Cost
• All Tied Up Podcast and Mentoring Workshops • Frequency: Two one-hour workshops per month • Duration: January 2025 through May 2025 2nd Semester	**$ 6,000**
Balance Due	**$ 6,000**

Thank you for your business!

Questions contact:alltieduppr@gmail.com
510-571-7999

Initial
EG

INVOICE
#990201

All Tied Up

7550 St. Patrick Way,

#106

Dublin, Ca 94568

Attention: Maya Woods-Cadiz

AIMS College Prep K-12
High School Workshops (September 2024-December 2024)

Date: August 27, 2024

Terms: ***Check payable to All Tied Up*** *7550 St, Patrick Way, #106 Dublin, Ca 94568*

Description	Cost
• All Tied Up Podcast and Mentoring Workshops • Frequency: Two one-hour workshops per month • Duration:September 2024 through December 2024 1st Semester	**$ 6,000**
Balance Due	**$ 6,000**

Thank you for your business!

Questions contact:alltieduppr@gmail.com
510-571-7999

Initial
EG

INVOICE
#990200

All Tied Up

7550 St. Patrick Way,

#106

Dublin, Ca 94568

Attention: Maya Woods-Cadiz

AIMS College Prep K-12
High School Workshops (September 2024-2025)

Date: August 27, 2024

Terms: ***Check payable to All Tied Up*** *7550 St, Patrick Way, #106 Dublin, Ca 94568*

Description	Cost
• All Tied Up Podcast and Mentoring Workshops • Frequency: Two one-hour workshops per month • Duration:September 2024 through May 2025 (1st and 2nd Semesters) • Total Workshops:18 sessions plus a minimum of 3 field trips	**$ 12,000**
Balance Due	**$ 12,000**

Thank you for your business!

Questions contact:alltieduppr@gmail.com
510-571-7999

Initial
EG

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

Submitter Information

Full Name: Ashlee Robinson
Position/Title: Student Activities Coordinator
Department: School Sites
Date of Submission (MM/DD/YYYY): 08/29/2024

Item Details

Title of Item: All Tied Up
Is this item a: X New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:
X Superintendent
☐ ChiefBusinessOfficer(CBO)(Ifbudgetchanges)
☐ Director of Compliance (If plan changes)
X Neither

Committee Review

Has this item been through the appropriate committee review process?
☐ Yes X No
Ifyes: Pleasespecifywhichcommittee(s)andprovideminutesorapprovaldocumentation:

Ifno: Explainwhy:
New Submission

Deadline Information

Is there a submission deadline for this item?
☐ Yes X No
Ifyes: Pleaseindicatethedeadlinedate(MM/DD/YYYY):

Financial Information (if applicable):

Total Cost: $ 12,000
Is this expenditure included in the annual budget?
☐ Yes X No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☐ Other:

Form **W-9**
(Rev. March 2024)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give form to the requester. Do not send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See *Specific Instructions* on page 3.

1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)
All Tied Up Academy

2 Business name/disregarded entity name, if different from above.

3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes.
☐ Individual/sole proprietor ☐ C corporation ☐ S corporation ☐ Partnership ☐ Trust/estate
☐ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) _____
Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.
☑ Other (see instructions) Non Profit

3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions ☐

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
Exempt payee code (if any) _____
Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____
(Applies to accounts maintained outside the United States.)

5 Address (number, street, and apt. or suite no.). See instructions.
7550 St. Patrick Way #106

Requester's name and address (optional)

6 City, state, and ZIP code
Dublin, Ca 94568

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number
[ ][ ][ ] - [ ][ ] - [ ][ ][ ][ ]

or

Employer identification number
8 7 - 2 6 1 9 9 4 9

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person [signature] **Date** 7/30/2024

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

Coversheet

MO TSA Amendment 24-25

Section: V. Action Items
Item: AU. MO TSA Amendment 24-25
Purpose: Vote
Submitted by:
Related Material: MO TSA Amendment 24-25 Board Packet.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): August 27, 2024

Item Details

Title of Item: Teacher on Special Assignment 24-25 Contract Amendment
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:
Being presented.

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: $ 11, 000
Is this expenditure included in the annual budget?
☐ Yes ☑ No
Please specify in which plan this expense is indicated:
☐ SPSA ☑ LCAP ☑ Other: CMO SpEd 24-25 Budget

Amendment to the 2024-2025 Employment Contract

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

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

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

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

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

Teacher on Special Assignment (TSA) Duties

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

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

2. These additional duties are beyond the scope of the Employee's existing Employment Agreement and may be performed before or after regular school hours;
3. In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide the Employee a stipend of $1,000 per month, totaling $11,000 for the 2024-25 school year.
4. Payment of Stipend shall be conditioned on Employee submitting weekly timesheets which reflect the additional duties performed.
5. All other terms and conditions of the Employment Agreement remain in effect, except that if a conflict exists between the Employment Agreement and this Amendment, this Amendment shall control.
6. Stipend shall only be paid for services performed pursuant to this Amendment; absent a written Amendment, no Stipend shall be paid.
7. This Agreement shall become effective only upon approval by AIMS' Governing Board.

It is so agreed.

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

.

Coversheet

Avalon Fred Finch NPS Master Contract

Section: V. Action Items
Item: AV. Avalon Fred Finch NPS Master Contract
Purpose: Vote
Submitted by:
Related Material: Avalon Fred Finch NPS Master Contract Board Packet August 2024.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): August 27, 2024

Item Details

Title of Item: Non Public, Nonsectarian School, Agency Master Contract 2024-25: Avalo
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:
Submission to be reviewed prior to board meeting.

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: $ 65, 453.85

Is this expenditure included in the annual budget?

☐ Yes ☑ No

Please specify in which plan this expense is indicated:

☐ SPSA ☑ LCAP ☐ Other:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2024-2025

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA _____

Contract Year 2024-2025

_____ Nonpublic School

_____ Nonpublic Agency

Type of Contract:

_____ Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

X Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

_____ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:_____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2024-2025 **CONTRACT NUMBER:**

LOCAL EDUCATION AGENCY: AIMS K12 College Prep Charter

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Avalon School at Fred Finch

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2024, between AIMS K12 College Prep Charter hereinafter referred to as the local educational agency ("LEA"), a member of the EDC SELPA and Avalon School at Fred Finch (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq*. and Title 5 of the California Code of Regulations section 3000 *et seq*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils

shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2024 to June 30, 2025 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2025 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

e The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f. "Parent" means:
   i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
   ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,
   iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
   iv. a surrogate parent,
   v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, , including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education

Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

$2,000,000 per occurrence
$ 500,000 fire damage
$ 5,000 medical expenses
$1,000,000 personal & adv. injury
$3,000,000 general aggregate
$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy**,** with the following limits:

$1,000,000 per occurrence
$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC**), the following insurance policies are required:

A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

$3,000,000 per occurrence
$6,000,000 in General Aggregate**.**

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of the LEA.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond** or **Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each

subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq*...

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Junteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and it's implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies ***require*** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone

containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915.CONTRACTOR shall also include incidents

resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10^{th}) day of suspension.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures

pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756.* A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq*.; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and

pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in *EC* Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in *EC* Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type.
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42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; ; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE within 60 calendar days of the onsite visit.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that

CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to,

instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute

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for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq*. and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required

complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay

in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding

the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10^{th}) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5^{th}) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior

intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or

subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

EXHIBIT A: 2024-2025 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2024 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency Avalon School At Fred Finch

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: ☐ M ☐ F Grade: 11
(Last) (First) (M.I.)

Address _____ City _____ State/Zip _____

DOB _____ Residential Setting: ☒ Home ☐ Foster ☐ LCI # _____ ☐ OTHER _____

Parent/Guardian _____ Phone ( ) _____ ( ) _____
(Residence) (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School*: The average number of minutes in the instructional day will be: 360 during the regular school year
_____ during the extended school year

2. *Nonpublic School*: The number of school days in the calendar of the school year are: 180 during the regular school year
_____ during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. *INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only):* Daily Rate: $303.89

Estimated Number of Days 165 **x Daily Rate** $303.89 **= PROJECTED BASIC EDUCATION COSTS** **$ 50, 141.85**

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)		X		60 minutes weekly	$348	35	**12, 180**
Counseling and guidance (515).							
Parent Counseling (520)		X		60 minutes monthly	$348	9	**3, 132**

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST$ **$15,312**

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS $ **$65,453.85**

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6.Progress Reporting Requirements:	Quarterly	Monthly	Other (Specify)
	_____	X	_____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-	-LEA/SELPA-
Avalon School at Fred Finch	AIMS K12 College Prep Charter
(Name of Nonpublic School/Agency)	(Name of LEA/SELPA)
(Signature) (Date)	(Signature) (Date)
(Name and Title)	(Name of Superintendent or Authorized Designee)

FredFinch
Youth & Family Services

3800 Coolidge Avenue ∪ Oakland, California 94602-3399 ∪ 510-482-2244 ∪ Fax: 510-530-2047

A Century of Serving Children

Fred Finch Youth Center dba Fred Finch Youth & Family Services Rates
FY/SY 2024-2025

Mental Health

	Service Function Code	Time Base	Published Rate
OUTPATIENT SERVICES CR/DC Code 15 SD/MC Claiming Code 12,18			
Case Management, Brokerage	01-09	Staff Minutes	$4.50
Mental Health Services, including Therapeutic Behavioral Services	10-19, 30-59	Staff Minutes	$5.80
Medication Support	60-69	Staff Minutes	$10.71
Crisis Intervention	70-79	Staff Minutes	$4.50
Intensive Care Coordination	15-07	Staff Minutes	$4.50
Intensive Home-Based Serv.	15-57	Staff Minutes	$4.50
Residential Mental Health Bundled (San Diego NPS Contracts only)		Per Month	$4167
Residential Mental Health Bundled (Avalon/Oakland contracts only)		Per Day	$225

NPS Rate

County	Program	Time Base	Published Rate
Alameda County	Avalon (Oakland)	Client Full Day	$303.89
San Diego County	San Diego County Dual Diagnosis	Client Full Day	$302.28

1:1 Aide Rate

County	Program	Time Base	Published Rate
Alameda County	Avalon (Oakland)	Per Hour	$48.00
San Diego County	San Diego County Dual Diagnosis	Per Hour	$26.77

Board and Care Rates

	Program	Service Type	Published Rate
STRTP	Avalon (Oakland) and San Diego Dual Diagnosis	Room and Board	$17,033
STRTP	Avalon (Oakland)	Patch-RC 113	$101.07/day
STRTP	Avalon (Oakland)	Patch-RC 115	$96.47/day
STRTP	San Diego Dual Diagnosis	Patch	$5,213.38/month

The Board of Directors, on INSERT DATE, does hereby establish the above published rates.

_____ _____
Board Chair, Greg Kershaw Date

CALIFORNIA DEPARTMENT OF EDUCATION
NOTICE OF NONPUBLIC SCHOOL CERTIFICATION

Date: February 15, 2024
NPS ID: 01-61259-6909832
Nonpublic School: Oakland Hills Academy - Avalon
Site Administrator: Karen Mates
Site Address: 3800 Coolidge Avenue
City: Oakland CA 94602
Grades: 6 to 12 **Approved Classrooms:** 2 **Student Gender:** Coed

2024 CERTIFICATION STATUS:

APPROVED

EFFECTIVE DATES:

January 01, 2024 *through* **December 31, 2024**

☑ *Amended*

Per California Education Code 56366.4(a)(5)(A), the superintendent may revoke or suspend the certification of a nonpublic, nonsectarian school or agency for any of the following reasons: Failure to notify the department in writing of any of the following within 45 days of the occurrence: changes in credentialed, licensed, or registered staff who render special education and related services; ownership; management; or control of the nonpublic, nonsectarian school or agency.

Authorized to Provide Special Education Instruction to Students Identified with the Following Primary Disabling Conditions:

- ☑ Autism
- ☐ Deaf/Blind
- ☐ Deaf
- ☑ Emotional Disturbance
- ☐ Established Medical Disability
- ☐ Hard of Hearing
- ☐ Hearing Impaired
- ☑ Intellectual Disability
- ☐ Multiple Disabilities
- ☐ Orthopedic Impairment
- ☑ Other Health Impairment
- ☐ Speech and Language Impairment
- ☑ Specific Learning Disability
- ☐ Traumatic Brain Injury
- ☐ Visual Impairment

Authorized to Provide the Following Related Services:

☐ APE	☑ BII	☐ LSDR	☑ RS	☑ VECD	☐ VT
☐ AS	☑ CG	☐ MT	☐ PCT	☑ SW	☐ LI:
☐ ATS	☐ EE	☐ OM	☑ PS	☐ TS	☐ Other Services Authorized:
☑ BID	☐ HNS	☐ OT	☐ PT	☐ VS	

☑ Residential Component

If checked, this box acknowledges that the NPS has submitted documentation related to a residential component, and should not be construed as an evaluation, accreditation, approval, recognition, or endorsement.

Certification is not an endorsement of the services offered by the nonpublic school (NPS), but states only that the NPS meets minimum legal standards. "Approved" or "Conditional" certifications authorize the NPS to accept students placed by local educational agencies (LEAs) under California Education Code, Section 56366.

Nonpublic Schools Unit, Special Education Division

FREDFIN-04 NVENKATRAMANA

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 8/22/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Acrisure Partners West Coast Insurance Services, LLC 1950 W Corporate Way #1 Anaheim, CA 92801	CONTACT NAME: Peter Leary PHONE (A/C, No, Ext): FAX (A/C, No): E-MAIL ADDRESS: pleary@acrisure.com
INSURED Fred Finch Youth Center 3800 Coolidge Avenue Oakland, CA 94602	INSURER A : Nonprofits Insurance Alliance of California INSURER B : Cypress Insurance Company (CA) — 10855 INSURER C : Trisura Guarantee Insurance Company INSURER D : Travelers Casualty and Surety Company of America — 31194 INSURER E : INSURER F :

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE / X OCCUR X Imp. Sex Misconduct GEN'L AGGREGATE LIMIT APPLIES PER: POLICY / PRO-JECT / LOC X OTHER: Deductible = $0	X		202400293	4/1/2024	4/1/2025	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG ISC OCCURRENCE	$ 1,000,000 $ 500,000 $ 20,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $ 1,000,000
A	AUTOMOBILE LIABILITY X ANY AUTO OWNED AUTOS ONLY / SCHEDULED AUTOS HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY	X		202400293	4/1/2024	4/1/2025	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
A	X UMBRELLA LIAB / X OCCUR EXCESS LIAB / CLAIMS-MADE DED / RETENTION $			202400293UMB	4/1/2024	4/1/2025	EACH OCCURRENCE AGGREGATE	$ 5,000,000 $ 5,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		FRWC521903	3/1/2024	3/1/2025	X PER STATUTE / OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000
C	Cyber Liability			AB-6605006-05	4/1/2024	4/1/2025	Limit	2,000,000
D	Crime			107067170	4/1/2024	4/1/2025	EE Theft	1,450,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

AIMS K12 College Prep Charter, LEA and the Board of Education are named as an additional insured on General Liability and Automobile Liability policies per the attached endorsements. Umbrella Liability follows form over the General Liability policy. This certificate replaces and supersedes all previously issued certificates.

CERTIFICATE HOLDER

AIMS K12 College Prep Charter
171 12th Street
Oakland, CA 94607

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



ACORD 25 (2016/03)

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AGENCY CUSTOMER ID: FREDFIN-04 NVENKATRAMANA

LOC #: 0

ADDITIONAL REMARKS SCHEDULE

AGENCY	NAMED INSURED
Acrisure Partners West Coast Insurance Services, LLC	Fred Finch Youth Center 3800 Coolidge Avenue Oakland, CA 94602
POLICY NUMBER SEE PAGE 1	
CARRIER: SEE PAGE 1 / NAIC CODE: SEE P 1	EFFECTIVE DATE: SEE PAGE 1

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,

FORM NUMBER: ACORD 25 FORM TITLE: Certificate of Liability Insurance

Additional Coverages:

Social Services Professional Liability
Carrier: Non Profits Insurance Alliance of California
Effective: 04/01/2024 to 04/01/2025
Policy #202400293
Per Occurrence: $1,000,000
Aggregate: $3,000,000

Excess over Social Services Professional Liability
Carrier: Non Profits Insurance Alliance of California
Effective: 04/01/2024 to 04/01/2025
Policy #202400293UMB
Each Claim: $2,000,000
Aggregate: $2,000,000

Improper Sexual Misconduct & Physical Abuse Liability
Carrier: Non Profits Insurance Alliance of California
Effective: 04/01/2024 to 04/01/2025
Policy #202400293
General Aggregate: $1,000,000
Each Claim Limit: $1,000,000

Excess over Improper Sexual Misconduct & Physical Abuse Liability
Carrier: Non Profits Insurance Alliance of California
Effective: 04/01/2024 to 04/01/2025
Policy #202400293UMB
Each Claim: $2,000,000
Aggregate: $2,000,000

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POLICY NUMBER: 202400293 COMMERCIAL GENERAL LIABILITY
Named Insured: Fred Finch Youth Center* CG 20 26 12 19

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):
Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

A. **Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

1. In the performance of your ongoing operations; or

2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and

2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or

2. Available under the applicable Limits of Insurance shown in the Declarations; whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

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NONPROFITS INSURANCE ALLIANCE OF CALIFORNIA

A Head for Insurance. A Heart for Nonprofits.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED ENDORSEMENT

This endorsement modifies insurance provided under the following:

BUSINESS AUTO COVERAGE ONLY

In consideration of the premium charged, it is understood and agreed that the following is added as an additional insured:

(If no entry appears above, information required to complete this endorsement will be shown in the Declarations as applicable to this endorsement.)

But only as respects a legally enforceable contractual agreement with the Named Insured and only for liability arising out of the Named Insured's negligence and only for occurrences of coverages not otherwise excluded in the policy to which this endorsement applies.

It is further understood and agreed that irrespective of the number of entities named as insureds under this policy, in no event shall the company's limits of liability exceed the occurrence or aggregate limits as applicable by policy definition or endorsement.

Coversheet

Unaudited Actuals (Closing) for fiscal year 23-24

Section:	V. Action Items
Item:	AW. Unaudited Actuals (Closing) for fiscal year 23-24
Purpose:	Vote
Submitted by:	
Related Material:	Cover sheet Unaudited Actuals (Closing) for fiscal year 23-24.pdf AIMS_Elem_UA_report_082324.xlsx AIMS_High_UA_report_082324.xlsx AIMS_Middle_UA_report_082324.xlsx AIMS_K12_College_Prep_Exec_Memo_Unaudited_2324.docx

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

Submitter Information

Full Name: Katema Ballentine
Position/Title: CBO
Department: Business Operations
Date of Submission (MM/DD/YYYY): 08/23/2022

Item Details

Title of Item: Unaudited Actuals (Closing) for fiscal year 23-24.
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

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

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?
☑ Yes ☐ No
If yes: Please indicate the deadline date (MM/DD/YYYY): 09/01/2024

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:

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_UA_report_082324.xlsx

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_High_UA_report_082324.xlsx

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_Middle_UA_report_082324.xlsx

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AIMS K-12 College Prep

2023-2024 Unaudited Actuals Executive Summary

AIMS K-12 College Prep is a Charter District comprised of 3 schools. AIMS College Prep Middle School, formerly known as, American Indian Public Charter School was initially established in 1996. The AIMS K-12 College Prep Charter District was formed in 2006 with the expansion of schools, adding AIMS College Prep High School, formerly known as American Indian Public High School and AIMS College Prep Elementary School, formerly known as, American Indian Public Charter II, (K-8). The Charter is located in Oakland of Alameda County.

For the 2023-2024 school year, AIMS K-12 College Prep Charter District enrolled 1222 students in 3 schools. AIMS K-12 employed 121 full-time staff and 4 part-time staff to serve our students.

Governance

The Charters are governed by a volunteer Board of Trustees. There are five members of the board, each volunteering their term. The school board meets once a month on the third Tuesday of each month. The Board of Trustees are supported by a several other committees such as the Governance, Finance, Facility and LCAP Advisory Committees. Charter operations are led by Superintendent Maya Woods-Cadiz.

Enrollment

In accordance to the Charter Agreement with Oakland Unified School District, AIMS has nearly reached its full enrollment capacity AIMS College Prep Middle (AIPCS) is capped at 250 students, AIMS College Prep Elementary 675, and AIMS College Prep High School (AIPHS) at 450.

2023-2024 Unaudited Actuals	AIMS MIDDLE	AIPCS II	AIMS HIGH	TOTAL
Enrollment	212	639	371	1222
Average Daily Attendance %	96%	96%	96%	
Average Daily Enrollment	202.7	613.4	354.3	1170

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Budget

AIMS college Prep's fiscal year is from July 1 to June 30, as prescribed for all governmental agencies in the state. The budget for July 1, 2023 to June 30, 2024 totals $22,710,852 in revenues.

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
- Prop 28: Art & Music Grant
- ELOP: Extended Learning Opportunity Program
- State Special Education
- Kitchen Infrastructure Grant (Nutrition Services)
- Supply Chain Fund (Nutrition Services)

Local Funds

- LOCAL FUNDS (Measure G1, Donations & Grants)
- Interest

Federal

AIMS K-12 College Prep 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,
- NSLP/SSO: Funding to provide meals to those students qualifying for free or reduced lunches.
- NEW: Universal Food Program
- Federal Special Education
- ESSER III (3 year grant 21-22 thru 23-24)
- ELOG: Expanded Learning Opportunity Grant -Para-professional

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- ELOG: COVID response- In-Person Learning Grant
- ELOG: Extended Learning Opportunity Grant
- Pre-K Grant (Planning) *(Revenue recognized in 21-22)*

These funds provide necessary services to students in attending AIMS schools.

Budget Benchmarks – Process timeline

- AIMS 2024-2025 Budget Adoption: June 15,2024
- State's 2024-2025 June Budget Adoption: June 30,2024
- 45 Day Budget Revision (not required): Mid-August
- **Unaudited Actuals (2023-24 Closing): September 01,2024**
- First Interim (Realignment based on July – Oct 31 Activity): December 1, 2024
- January Governors Release (Projections for 2025-2026): January 2025
- Second Interim (Realignment based on Nov 1, 2024– Jan 31, 2025)- March 1,2025
- Governors May Revise (Revision to Jan. Gov. Release): May 2025
- 2025-26 Budget Adoption – June 15, 2025

Unaudited Actuals

Unaudited Actuals are an annual statement reporting the financial activities of the District in which the data are not yet formally audited. Unaudited Actuals are presented to the Board each September, reflecting the District's final year end closing from the June 2024.

Revenues

AIMS K12 is primarily funded by State and Federal revenues. AIMS received 88% of its revenue from State resources, 11% from Federal Resources and 0.30% of revenues are based on grants and/or local revenues.

As required by the Measure G1 Parcel tax language, Measure G1 Staff Retention Salary Bonus reimbursement was issued to all schools.

During Interim reporting periods, revenue is projected based on planned programs to be implemented in that fiscal year. May sources of these revenues, require an expense to be recorded then a revenue to be matched. Interim reports reflect revenue as the plan is designed. Unaudited Actuals reports the expenses as recorded.

REVENUES	AIMS K-12 COLLEGE PREP	
	23-24 Unaudtied Actuals	
LCFF SOURCES	$	16,316,412
FEDERAL REVENUES	$	2,545,078
OTHER STATE REVENUES	$	3,781,685
LOCAL REVENUES	$	67,676
TOTALS	$	22,710,852

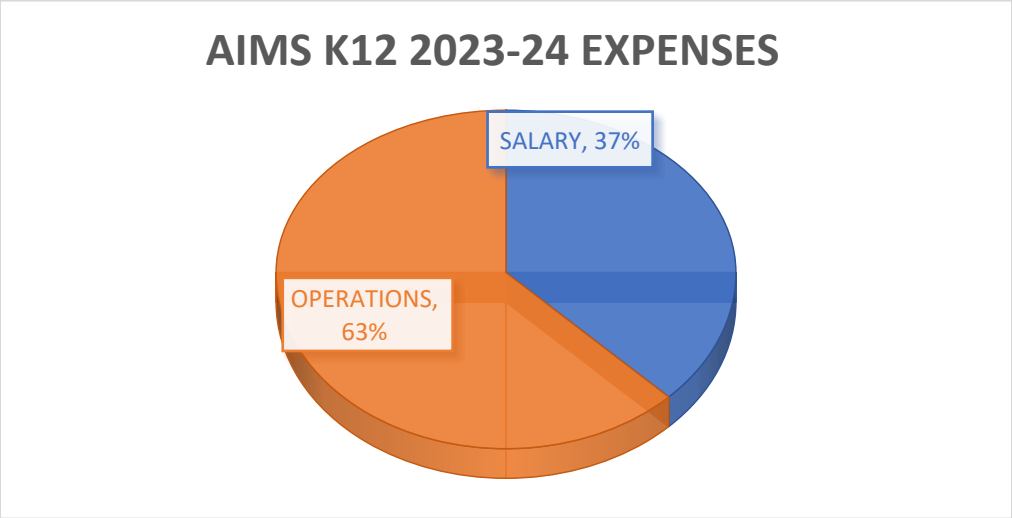
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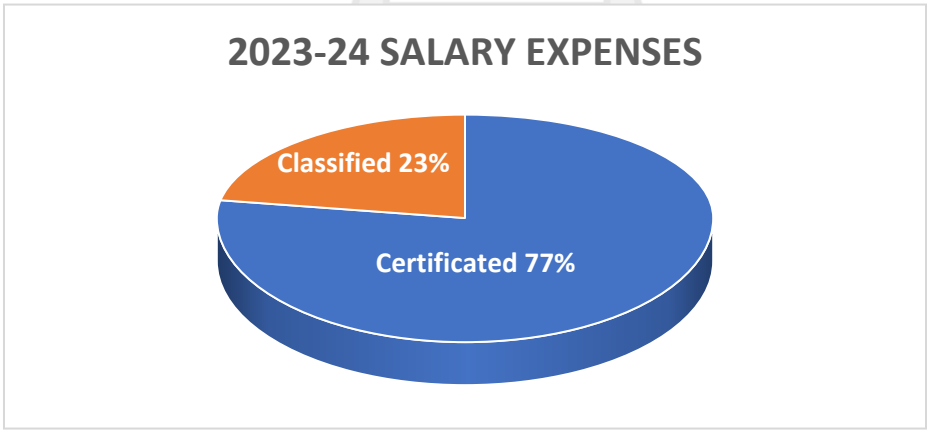
Expenses

AIMS K-12 2023-2024 expenses reflects a 37% investment in Personnel expenses and 67% allocated to the operations of the organization. The total expenses for the 2023-2024 school year are $21,633,702.



Salaries & Benefits

Salary compensation represents 37% of expenses across all AIMS Schools. AIMS offers a competitive compensation package for both certificated and classified staff. Employee Benefit expense at AIMS averages 24% across all schools. This can vary greatly due to two primary factors: health and welfare benefits and PERS. 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. PERS requires an employer contribution of 26.68% of classified salaries. Teachers are offered a 3% match for any voluntary contribution to an 403B retirement plan.



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AIMS MIDDLE

Compensation for staff at AIMS College Prep Middle School, formerly known as American Indian Public Charter (AIPCS), is split between AIMS Middle and the middle school component of AIMS Elementary (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 AIMS Elementary.

AIMS ELEMENTARY: AMERICAN INDIAN PUBLIC CHARTER II

AIMS Elementary School is a K – 8. The staff for the K – 5 components are fully funded ate Elementary School II and the Middle school (6-8) component reflects the following Full Time Equivalent (FTE) split:

AIMS MIDDLE 51%
AIMS ELEMENTARY 49%
100%

EXPENSE CLASSIFICATIONS		AIMS K-12 COLLEGE PREP 23-24 Unaudtied Actuals
1000	Certificated Salaries	$ 5,109,569
2000	Classified Salaries	$ 1,500,103
3000	Benefits	$ 1,499,036
Compensation Expenses		$ 11,718,174

Books and Supplies

Records expenditures for books and supplies, including any associated sales tax or use tax and freight and handling charges.

4000	Books and Supplies	$ 1,644,866

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. The Food services program is also included in this category.

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.

5000	Services and Other Operating Expenses	$ 10,857,773

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Capital Outlay

Capital Outlay records expenditures for land, buildings, books, and equipment, including leases with option to purchase.

On September 18, 2018, AIMS Board of Trustees voted to approve the leasing of 3 ten passenger vans to assist in the transportation of AIMS children for sport activities, field trips and other instructional related activities. The vans are on a 60-month lease and impact capital outlay across all schools.

6000	Capital Outlay	$	354,024

Other Outgo

For the 2023-24 school year, AIMS provided the final settlement funds to Oakland Unified School District for the discontinuance of services for Special Education. The final expenses recorded in the 2023-24 fiscal year reflect a General Fund encroachment of $250,000.

Funding to support the in-house Special Education services provided to AIMS K-12 students and the agreement with the El Dorado SELPA are reflected in other areas of the budget.

7000	Other Outgoing	$	668,331

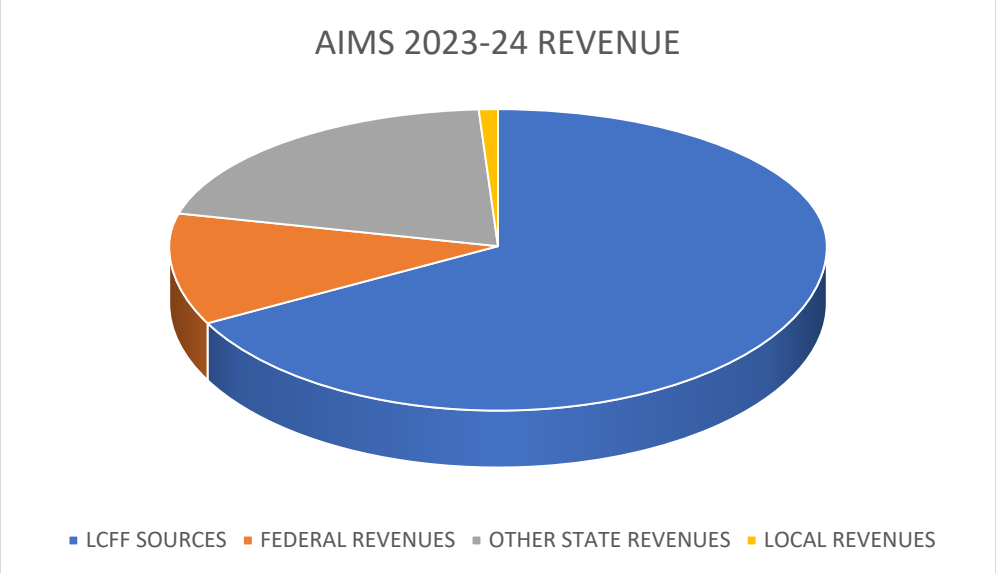
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Summary

For the 2023-2024 school year, AIMS K-12 College Prep received $22,710,852 in revenue. The composition of those funds are as follows:



REVENUES	AIMS K-12 COLLEGE PREP
	23-24 UNAUDITED ACTUALS
LCFF SOURCES	$ 16,316,412
FEDERAL REVENUES	$ 2,545,078
OTHER STATE REVENUES	$ 3,781,685
LOCAL REVENUES	$ 67,676
TOTALS	$ 22,710,852

EXPENSE CLASSIFICATIONS		
		23-24 UNAUDITED ACTUALS
1000	Certificated Salaries	$ 5,109,569
2000	Classified Salaries	$ 1,500,103
3000	Benefits	$ 1,499,036
4000	Books and Supplies	$ 1,644,866
5000	Services and Other Operating	$ 10,857,773
6000	Capital Outlay	$ 354,024
7000	Other Outgoing	$ 668,331
Total Expenses		$ 21,633,702

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AIMS expensed $21,633,702, during the 2023-2024 resulting in an excess revenue vs expense of in the amount of $1,077,149.

This surplus provides a $13,744,187 Ending fund balance which would provide 139.7 days of operation.

Surplus/Deficit	$ 1,077,149
As a % of LCFF Revenue	7%
Beginning Fund Balance	$ 12,667,038
Ending Fund Balance	$ 13,744,187
As a % of Expenditures	64%
Daily expenditure rate (Total Expenses/220 days)	$ 98,335.01
Days of Operation	**139.77**

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CASH FLOW STATEMENT *(1st Interim)*

American Indian
Statement of Cash Flows - Indirect Method

Reporting Book: ACCRUAL
As of Date: 06/30/2024
Location: American Indian Model Schools-AIM

	Month Ending 07/31/2023 Actual	Month Ending 08/31/2023 Actual	Month Ending 09/30/2023 Actual	Month Ending 10/31/2023 Actual
Increase (Decrease) in Cash				
Cash flows from operating activities				
Net Increase/(Decrease) in Net Assets				
Total Revenue				
LCFF Revenue	0.00	683,373.00	924,745.00	2,108,620.00
Federal Revenue	0.00	45,343.99	(3,103.00)	226,071.78
State Revenue	0.00	109,728.00	192,583.50	409,375.61
Local Revenue	396,346.79	349,883.92	429,187.43	404,175.85
Total Revenue	396,346.79	1,188,328.91	1,543,412.93	3,148,243.24
Total Expenses				
Salaries and Benefits				
Certificated Salaries	127,252.77	406,838.17	418,148.59	432,721.25
Classified Salaries	146,228.91	243,051.94	274,680.68	318,707.81
Benefits	162,078.82	215,389.11	193,997.19	214,592.94
Total Salaries and Benefits	435,560.50	865,279.22	886,826.46	966,022.00
Operational Expenses				
Books and Supplies	114,997.31	163,792.99	129,227.04	265,499.55
Services	764,528.76	640,842.33	923,587.63	842,373.46
Capital Outlay	29,503.52	29,503.52	29,503.52	0.00
Other Outgo	119,185.08	34,625.35	37,985.53	33,329.98
Total Operational Expenses	1,028,214.67	868,764.19	1,120,303.72	1,141,202.99
Total Expenses	1,463,775.17	1,734,043.41	2,007,130.18	2,107,224.99
Total Net Increase/(Decrease) in Net Assets	(1,067,428.38)	(545,714.50)	(463,717.25)	1,041,018.25
Accounts Receivable				
920000 - Accounts Receivables	1,848,595.95	0.00	6,597.21	(6,597.21)
929000 - Due from Grantor Governments	2,409,568.36	9,465.33	9,465.33	119,458.42
Accounts Receivable	4,258,164.31	9,465.33	16,062.54	112,861.21
Accounts Payable				
950000 - Accounts Payable-System	371,084.59	(566,751.13)	51,677.15	(71,715.94)
Accounts Payable	371,084.59	(566,751.13)	51,677.15	(71,715.94)
Other Short Term Liabilities				
965000 - Deferred Revenue	0.00	0.00	0.00	(2,861.35)
966000 - Voluntary Deductions	(587.16)	3,830.91	6,311.65	1,009.38
966500 - Compensated Absences Payable	0.00	0.00	0.00	0.00
966700 - Capital Leases Payable	0.00	0.00	0.00	(1,873.08)
Other Short Term Liabilities	(587.16)	3,830.91	6,311.65	(3,725.05)
Accrued Liabilities				
950100 - Accrued Salaries	(120,850.17)	(1,370.96)	2,893.48	0.00
950400 - Accrued PERS	(12,022.31)	(7,547.23)	19,191.21	(110,750.31)
950500 - Accounts Payable-Accrual	(379,924.92)	0.00	0.00	0.00
950600 - Credit Card Payable	(19,477.42)	(2,355.59)	2,355.59	0.00
959000 - Due to Grantor Governments	0.00	(6,930.00)	0.00	0.00
Accrued Liabilities	(532,274.82)	(18,203.78)	24,440.28	(110,750.31)
Other Assets				
933000 - Prepaid Expenses	(138,015.47)	30,889.73	46,716.70	63,705.36
Total Other Assets	(138,015.47)	30,889.73	46,716.70	63,705.36
Cash flows from operating activities	2,890,943.07	(1,086,483.44)	(318,508.93)	1,031,393.52
Cash flows from investing activities	9,918.56	32,316.09	32,330.05	0.00
Cash flows from financing activities	(24,051.27)	(22,238.13)	(21,356.09)	(18,856.00)
Total Increase (Decrease) in Cash	**2,876,810.36**	**(1,076,405.48)**	**(307,534.97)**	**1,012,537.52**
Cash, Beginning Period	**12,438,106.52**	**15,337,808.88**	**14,261,403.40**	**13,953,868.43**
Cash, End of Period	**15,337,808.88**	**14,261,403.40**	**13,953,868.43**	**14,966,405.95**

American Indian Model Schools
A School at Work!

AIPCS I & II
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Fax: 510.893.0345
Website: aimschools.org

AIPHS
Lakeview Campus
746 Grand Avenue
Oakland, CA 94610
Phone: 510.893.8701
Fax: 510.893.0345
Website: aimschools.org

CASH FLOW STATEMENT *(2nd Interim)*

American Indian
Statement of Cash Flows - Indirect Method
Reporting Book:
As of Date:
Location:

	Month Ending 11/30/2023 Actual	Month Ending 12/31/2023 Actual	Month Ending 01/31/2024 Actual
Increase (Decrease) in Cash			
Cash flows from operating activities			
Net Increase/(Decrease) in Net Assets			
Total Revenue			
LCFF Revenue	1,117,432.00	1,117,432.00	2,108,619.00
Federal Revenue	0.00	0.00	234,801.76
State Revenue	276,301.62	332,895.01	305,776.29
Local Revenue	415,125.39	404,810.25	440,450.35
Total Revenue	1,808,859.01	1,855,137.26	3,089,647.40
Total Expenses			
Salaries and Benefits			
Certificated Salaries	456,800.01	460,107.21	504,545.18
Classified Salaries	312,089.43	312,598.80	303,658.17
Benefits	268,525.03	252,557.09	308,854.70
Total Salaries and Benefits	1,037,414.47	1,025,263.10	1,117,058.05
Operational Expenses			
Books and Supplies	182,122.17	39,144.72	135,087.40
Services	808,432.75	728,512.44	970,761.22
Capital Outlay	0.00	0.00	0.00
Other Outgo	117,729.71	119,926.56	33,102.40
Total Operational Expenses	1,108,284.63	887,583.72	1,138,951.02
Total Expenses	2,145,699.10	1,912,846.82	2,256,009.07
Total Net Increase/(Decrease) in Net Assets	(336,840.09)	(57,709.56)	833,638.33
Accounts Receivable			
920000 - Accounts Receivables	75,842.16	0.00	0.00
929000 - Due from Grantor Governments	0.00	12,482.00	211,995.00
Accounts Receivable	75,842.16	12,482.00	211,995.00
Accounts Payable			
950000 - Accounts Payable-System	115,718.22	(106,189.82)	146,527.63
Accounts Payable	115,718.22	(106,189.82)	146,527.63
Other Short Term Liabilities			
965000 - Deferred Revenue	0.00	0.00	(265,336.00)
966000 - Voluntary Deductions	1,058.97	2,909.69	3,193.38
966500 - Compensated Absences Payable	0.00	0.00	0.00
966700 - Capital Leases Payable	(1,873.08)	(1,873.08)	(1,873.08)
Other Short Term Liabilities	(814.11)	1,036.61	(264,015.70)
Accrued Liabilities			
950100 - Accrued Salaries	(1,522.52)	0.00	0.00
950400 - Accrued PERS	120,693.63	40,522.77	29,716.16
950500 - Accounts Payable-Accrual	0.00	0.00	0.00
950600 - Credit Card Payable	(47,660.42)	(9,345.76)	9,759.62
959000 - Due to Grantor Governments	(265,336.00)	0.00	265,336.00
Accrued Liabilities	(193,825.31)	31,177.01	304,811.78
Other Assets			
933000 - Prepaid Expenses	0.00	0.00	0.00
Total Other Assets	0.00	0.00	0.00
Cash flows from operating activities	(339,919.13)	(119,203.76)	1,232,957.04
Cash flows from investing activities	0.00	0.00	0.00
Cash flows from financing activities	(19,697.00)	(19,697.00)	(19,697.00)
Total Increase (Decrease) in Cash	**(359,616.13)**	**(138,900.76)**	**1,213,260.04**
Cash, Beginning Period	**14,966,405.95**	**14,606,789.82**	**14,467,889.06**
Cash, End of Period	**14,606,789.82**	**14,467,889.06**	**15,681,149.10**

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Fax: 510.893.0345
Website: aimschools.org

CASH FLOW STATEMENT *(Closing)*

American Indian
Statement of Cash Flows - Indirect Method
Reporting Book:
As of Date:
Location:

	Month Ending 02/29/2024 Actual	Month Ending 03/31/2024 Actual	Month Ending 04/30/2024 Actual	Month Ending 05/31/2024 Actual	Month Ending 06/30/2024 Actual
Increase (Decrease) In Cash					
Cash flows from operating activities					
Net Increase/(Decrease) in Net Assets					
Total Revenue					
LCFF Revenue	1,117,432.00	1,244,397.00	2,065,877.00	939,728.00	2,888,757.00
Federal Revenue	62,038.00	170,866.00	145,925.39	320,005.83	1,343,128.34
State Revenue	247,105.42	235,459.00	468,848.00	518,013.70	685,599.20
Local Revenue	517,934.75	530,255.19	613,735.62	529,854.27	818,426.71
Total Revenue	1,944,510.17	2,180,977.19	3,294,386.01	2,307,601.80	5,735,911.25
Total Expenses					
Salaries and Benefits					
Certificated Salaries	510,206.99	479,759.18	484,485.17	540,609.78	812,979.33
Classified Salaries	334,138.68	325,209.68	341,988.57	322,210.76	413,204.94
Benefits	291,826.06	284,900.45	288,731.41	287,600.02	353,934.33
Total Salaries and Benefits	1,136,171.73	1,089,869.31	1,115,205.15	1,150,420.56	1,580,118.60
Operational Expenses					
Books and Supplies	119,999.88	53,401.68	132,039.12	113,332.06	367,522.06
Services	1,020,731.20	896,800.03	1,190,933.87	931,174.28	2,453,806.02
Capital Outlay	0.00	0.00	0.00	0.00	265,513.79
Other Outgo	35,105.15	35,022.91	32,686.40	33,733.91	35,897.92
Total Operational Expenses	1,175,836.23	985,224.62	1,355,659.39	1,078,240.25	3,122,739.79
Total Expenses	2,312,007.96	2,075,093.93	2,470,864.54	2,228,660.81	4,702,858.39
Total Net Increase/(Decrease) in Net Assets	(367,497.79)	105,883.26	823,521.47	78,940.99	1,033,052.86
Accounts Receivable					
920000 - Accounts Receivables	0.00	0.00	(1,152.99)	(777.48)	(134,529.33)
929000 - Due from Grantor Governments	0.00	0.00	0.00	0.00	(4,657,562.86)
Accounts Receivable	0.00	0.00	(1,152.99)	(777.48)	(4,792,092.19)
Accounts Payable					
950000 - Accounts Payable-System	(156,182.05)	(50,942.62)	314,503.92	(222,113.22)	865,543.62
Accounts Payable	(156,182.05)	(50,942.62)	314,503.92	(222,113.22)	865,543.62
Other Short Term Liabilities					
965000 - Deferred Revenue	0.00	0.00	0.00	0.00	(525,256.59)
966000 - Voluntary Deductions	54,810.19	2,846.66	2,551.39	2,849.81	(80,784.87)
966500 - Compensated Absences Payable	0.00	0.00	0.00	0.00	117,076.12
966700 - Capital Leases Payable	0.00	0.00	0.00	0.00	7,492.32
Other Short Term Liabilities	54,810.19	2,846.66	2,551.39	2,849.81	(481,473.02)
Accrued Liabilities					
950100 - Accrued Salaries	(9,315.93)	8,932.39	383.54	0.00	36,123.56
950400 - Accrued PERS	(48,162.33)	(160,839.56)	133,684.74	(127,471.09)	213,220.13
950500 - Accounts Payable-Accrual	0.00	0.00	0.00	0.00	554,750.00
950600 - Credit Card Payable	(3,172.28)	37,394.39	(63,950.79)	(182,299.83)	259,275.07
959000 - Due to Grantor Governments	0.00	0.00	0.00	0.00	1,800,811.79
Accrued Liabilities	(60,650.54)	(114,512.78)	70,117.49	(309,770.92)	2,864,180.55
Other Assets					
933000 - Prepaid Expenses	(843.75)	0.00	(9,555.80)	0.00	(104,884.07)
Total Other Assets	(843.75)	0.00	(9,555.80)	0.00	(104,884.07)
Cash flows from operating activities	(530,363.94)	(56,725.48)	1,199,985.48	(450,870.82)	(615,672.25)
Cash flows from investing activities	0.00	0.00	0.00	0.00	307,567.42
Cash flows from financing activities	(19,697.00)	(19,697.00)	(19,697.00)	(19,697.00)	(61,596.24)
Total Increase (Decrease) In Cash	**(550,060.94)**	**(76,422.48)**	**1,180,288.48**	**(470,567.82)**	**(369,701.07)**
Cash, Beginning Period	**15,681,149.10**	**15,131,088.16**	**15,054,665.68**	**16,234,954.16**	**15,764,386.34**
Cash, End of Period	**15,131,088.16**	**15,054,665.68**	**16,234,954.16**	**15,764,386.34**	**15,394,685.27**

CASH AVAILABLE AT JUNE 30, 2024 $15,394,685

Coversheet

Fiscal Policies FY24-25

Section: V. Action Items
Item: AX. Fiscal Policies FY24-25
Purpose: Vote
Submitted by:
Related Material: Cover sheet Fiscal Policies 2024_2025.pdf
Fiscal_Polcies_for_2024-2025.docx

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

Submitter Information

Full Name: Katema Ballentine
Position/Title: CBO
Department: Business Operations
Date of Submission (MM/DD/YYYY): 08/22/2024

Item Details

Title of Item: Fiscal Policies 2024-2025
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:

2024-2025

AIMS K-12 COLLEGE PREP FISCAL POLICIES

EFFECTIVE
JULY 1,2024
THRU
JUNE 30th, 2025

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200 ORGANIZATIONAL CONFLICT of INTEREST or SELF-DEALING (Related Parties)

201 Organizational Conflict of Interest or Self-Dealing (Related Parties)

AIMS K-12 College Prep Charter District feel that it is important for AIMS board members and key employees to understand the conflict of interest laws and rules that apply to the schools, to identify and avoid conflicts of interest. AIMS K-12 College Prep Charter District board and key employees shall receive annual conflict of interest training. Such training shall be provided at the time the board receives the mandatory Ralph M. Brown Act training required by the schools' charters and shall be provided by the school's legal counsel or another qualified provider. The conflicts of interest training shall cover specific topics including procedures for hiring, contractual arrangements, purchasing, bidding and expenditure approvals that help to prevent conflicts of interest.

AIMS will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to AIMS or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

A. Sale or exchange, or leasing, of property between the agencies and an affiliated or unaffiliated organization or a private or related individual.

B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.

C. Furnishing of goods, services or facilities between the agencies and an affiliated or unaffiliated organization or a private or related individual.

D. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the Schools to an affiliated or unaffiliated organization or a private or related individual.

E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the Schools.

Thus, AIMS K-12 College Prep Charter District will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

202 Board of Trustees Authorities

The Board of Trustees shall have the ~~sole~~ authority to approve and will incorporate into its own minutes such matters as (i) change of the Schools' name, with Authorizer pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment

banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter Schools' certified public accountants and (xi) other activities associated with the operations of the Charter Schools.

The Board of Trustees will meet at least three (3) times per (Adoption, Interims and Closing) year to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203 Signature Authorities

To properly segregate duties within the Charter Schools, the Board of Trustees, Superintendent and Chief Business Officer are the only individuals with signatory authority and are responsible for authorizing all cash transactions. All checks require two signatures and Individual checks greater than $8,000 will require Board Approval and signature prior to check issuance. AIMS will not print AP checks on site

In response to the recent legislative action, American Indian Model Schools has identified Essential Service in accordance with the guidelines in **Section 10, Item (g)** by California Department of Health.

> ***g.)*** *For the purposes of this Order, "Minimum Basic Operations" include the following, provided that employees comply with Social Distancing Requirements as defined this Section, to the extent possible, while carrying out such operations: i. The minimum necessary activities to maintain the value of the business's inventory, ensure security, process payroll and employee benefits, or for related functions. ii. The minimum necessary activities to facilitate employees of the business being able to continue to work remotely from their residences.*

To comply with the "Stay in Place" ordinance, as of March 31, 2020, AIMS back office will obtain signatures from the individuals with signatory authority, create signature stamps to utilize for check issuance on behalf of AIMS. The initial definition of authority and method will remain in place. Checks will not be issued on behalf of AIMS without AIMS review and approval.

204 Government Access to Records

The appropriate reporting director or contracted business back office services provider will provide access to the organization's records to the Superintendent, CBO, or ~~his~~ designee and provide supporting records, as requested, in a timely manner.

205 Security of Financial Data

A. The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The backup will be stored in a fire safe area and properly secured.

B. All other financial data, unused checks and unclaimed checks will be secured by the Chief Business Officer or designee or the business back office services provider from unauthorized access.

206 Security of School Documents

Originals of the following corporate documents are maintained, and their presence is verified on a periodic basis:

A. Charters and all related amendments

B. Minutes of the Board of Trustees and subcommittees

C. Banking agreements

D. Leases

E. Insurance policies

F. Vendor invoices

G. Grant and contract agreements

H. Fixed Asset inventory list

207 Use of School Assets

A. No employee may use any of the Schools property, equipment, material or supplies for personal use without the prior approval of the ~~Director of Operations or~~ Superintendent or designee.
B. Personal Property intended for school-use must be pre-approved prior to use on campus by the CBO or designee. Without pre-approval, personal items for school use will not be covered by AIMS liability coverage.

208 Use of School Credit Cards

1. PURPOSE: The Board of Trustees of AIMS K-12 College Prep Charter District recognizes the efficiency and convenience afforded the day-to-day operation of AIMS charter school, for payments and recordkeeping for certain expenses, through the use of school credit cards. However, the Board recognizes the need to establish control measures for the use of these cards. The Board agrees that it has a responsibility to ensure that credit card expenses incurred by AIMS K-12 College Prep Charter District must clearly be linked to the business of AIMS schools. This policy addresses and establishes the proper use and assignment of school credit cards. The Board has agreed on the fundamental principles of this policy and has delegated responsibility for the implementation and monitoring of the policy to the Chief Business Officer (CBO).

2. DEFINITIONS:

2.01 Cardholder/User: The person for which the school credit card has been issued.

2.02 School credit card: The physical card and number associated with the card issued to the cardholder.

2.03 Administrator: The accounts payable staff member assigned to perform the online accounting process, follow up as required and file completed statement reconciliations.

3. SCHOOL CREDIT CARD USERS:

3.01 The following positions are authorized credit Cardholders/Users: The Superintendent of Schools, Chief Business Officer, Sports Program, Director of School Support Services, Director of Academics and Data, Director of Program Compliance Heads of Schools (with prior authorization). No other employee may use an AIMS school credit card without express written approval by the Superintendent or designee.

3.02 A list of those individuals issued a school credit card will be maintained by the Superintendent, CBO and the back-office services provider and reported to the Board of Directors annually.

3.03 A Cardholder/User employee who is no longer employed by AIMS charter schools shall return his or her AIMS school credit card upon termination or resignation to the CBO or CBO's designee.

3.04 Credit cards will be disabled immediately upon the termination or resignation or misuse of a Cardholder/User employee by the card administrator. Accounting for credit cards and settlement of credit card billings shall be part of employee separation checklists.

4. USER RESPONSIBILITIES:

4.01 Credit Cardholders/Users must take proper care of their school credit card(s) and take all reasonable precautions against damage, loss or theft by adherence to the following provisions:

4.01.1 All Cardholders/Users must keep secure and confidential all school credit card numbers and information.

4.01.2 Cardholders/Users shall not store sensitive school credit card data, including full account number, type, expiration and track data, in any method on computers or networks.

4.01.3 Cardholders/Users shall not transmit in an insecure manner, such as by email, unsecured fax or via mail, school credit card information.

4.01.4 Cardholders/Users shall restrict access to credit card data and processing to the Administrator or other authorized individuals.

4.01.5 Cardholders/Users shall maintain card information in a secure environment accessed only by the issued Cardholder/User.

4.02 Except for the Superintendent, Cardholders/Users shall not be allowed to authorize payment of their own travel expenses. Travel expenses for any Cardholder/ User other than the Superintendent must be pre-approved by the Superintendent and the CBO.

4.03 Cardholders/Users are responsible for retaining detailed receipts and/or supplier documentation for all purchases made with their school credit card, without which the Cardholder/User is responsible for the purchase.

4.04 Cardholders/Users shall submit detailed documentation, such as itemized detailed receipts and/or supplier documentation for services, travel and/or other actual and necessary expenses which have been incurred in connection with school-related business for which the school credit card has been used.

4.05 Failure to take proper care of school credit card(s) or failure to report damage, loss or theft may subject to the Cardholder/User to financial liability and discipline.

5. USAGE: School credit cards may only be used for legitimate AIMS charter school's business expenses and in accordance with AIMS K-12 College Prep Charter District policies, as defined below.

5.01 Credit cards shall only be used for transactions for which payment of check disbursement is not accepted or is not practicable, such as if the transaction would cause undue hardship to AIMS schools or the Cardholder/User.

5.02 School credit card usage is limited to the following types of expenses. Any deviations from this usage policy must have prior written approval from the Superintendent or CBO. The Superintendent may also approve expenses.

5.02.1 Business services, including nutrition, catering or advertising.

5.02.2 Business supplies, including office supplies, educational supplies, operation and maintenance supplies.

5.02.3 Travel, including transportation services, airfare, car rental expenses, or payments to a travel agency.

5.02.4 Payments to educational and charitable organizations, including schools, colleges, vocational schools and membership organizations.

5.03 ***EXCLUSIONS:*** **School credit cards shall not be used for cash advances, ATM, money orders, gift cards, alcohol, jewelry or clothing, medical expenses, or payment of fines or penalties unless prior written approval is received from the CBO. In no event shall a school credit card be used for a Cardholder/User's personal expenses.**

5.04 This policy and the schools' use of the school credit cards shall not circumvent AIMS purchasing policies and procedures. A school credit card shall be used as a method of payment only after all required purchasing forms have been completed, including but not limited to check request, purchase orders, travel vouchers and purchase requisitions.

5.05 School credit card transactions are hereby authorized using the following methods:

5.05.1 Card present (Point-of-sale) transactions: The Cardholder/User shall present the school credit card for purchase of goods and services. The Cardholder/User shall obtain a receipt for all purchases and credits, note the transaction with a purchase order number and check request number as required, and attach those approved documents for submission to the Administrator. If the vendor is unable to produce a receipt, the cardholder is to inform the Accounts Payable department so that proper documentation(a detailed invoice or any other supporting detailed documentation) can be obtained.

5.05.2 Via telephone or mail order: The Cardholder/User shall provide the vendor or merchant the school credit card number, expiration date and other pertinent data necessary to complete the transaction. The Cardholder/User shall take reasonable precautions to ensure that the transaction is valid prior to providing school credit card data. The Cardholder/User shall note and record confirmation data or other supplier documentation, as available, shall note the transaction with a purchase order number and check request number as required, and shall attach those approved documents for submission to the Administrator.

5.05.3 Via internet: The Cardholder/User shall provide the vendor or merchant with the school credit card number, expiration date and other pertinent data necessary to complete the transaction. The Cardholder/User shall take reasonable precautions to ensure that the transaction is valid, and the website is secure prior to providing pertinent school credit card data. The Cardholder/User shall obtain a screen printout of the receipt, confirmation data or other supplier documentation, as available, shall note the transaction with a purchase order number and check request number as required, and shall attach those approved documents for submission to the Administrator.

5.06 Purchases shall not exceed the card limits per billing cycle set for school credit card use, or the overall financial credit limit of AIMS K-12 College Prep Charter District. The CBO shall monitor and may recommend changes to these limits. The Superintendent limit may be changed only by the Board of Directors. The list of limits by class of Cardholder/User will be maintained by the CBO and reviewed annually to ensure adherence to procurement policy thresholds.

5.07 Any benefits of the school credit card such as membership awards programs are only to be used for the benefit of AIMS K-12 College Prep Charter District and shall not be redeemed for personal use.

5.08 Purchases that are unauthorized, illegal, representative of a conflict of interest, are personal in nature or otherwise violate the intent of this policy may result in credit card revocation and discipline of the Cardholder/User.

6. DOCUMENTATION:

6.01 The Administrator shall ensure AIMS maintains detailed documentation that all expenses charged to school credit cards are supported by: a credit card slip; a detailed invoice or receipt, and any other supporting detailed documentation, from the Cardholder/User as evidence of the validity of expenses; and a check request and any other necessary detailed documentation as outlined by AIMS schools' purchasing policies and procedures.

6.02 The Administrator is responsible for accounting for all purchases within five (5) working days of receiving a credit card statement.

6.03 The Accounts Payable Division shall ensure that all school credit card statements are reconciled prior to AIMS payment and recording of expenses in the general ledger.

6.04 The Finance department will retain detailed receipts and documentation for no less than five (5) years following the purchase date.

7. PAYMENTS: School credit card statements will be paid in their entirety monthly or otherwise in accordance with the cardholder agreement with issuing financial institution.

To assist employees in the conduct AIMS K-12 College Prep Charter District business and recording of business-related transactions, AIMS has established a Credit Card Program. Your signature below acknowledges you have read and agree to comply with the provisions of the credit card program and its future modifications.

You (Cardholder/Employee) are being entrusted with a company credit card. The credit card is being provided to assist you in paying for those materials and supplies necessary for the performance of your job. This Card may be cancelled at any time at the sole discretion of the AIMS K-12 College Prep Charter District. Each card has an account number to allow the tracking of transactions.

The following highlights key provisions of the program.

1. **CARD RESTRICTED TO BUSINESS USED ONLY.** The credit card issued to you must be used for the purchase of those materials and supplies necessary for the performance of your job. Materials and supplies may include but are not limited to classroom and instructional supplies, pre-approved travel, field trips, etc. You must sign the back of the card upon receipt. Use of the card is limited to you and you are prohibited from authorizing its use to any other individual for any purpose. The card shall not be used for personal purchases.

2. **COMPLETION OF MONTHLY PURCHASE REPORTS.** If transactions are not loaded into the Purchasing system by the receipt of statement, then the Administrator will be required to reconcile the expenses listed. Once a month you will receive a statement listing all purchases charged to the "Account". Within 5 working days of receipt of the statement you will need to (a)verify the amount of the charges with the original receipt and attach the receipt. (b) write the appropriate expenditure account number and brief description on statement. (c) If there is any discrepancy related to a charge you will initiate follow-up with AIMS Business Operations Services at Finance@aimsk12.org, sign the statement; and forward to your Approving Manager or Supervisor.

3. **FAILURE TO FOLLOW THE REQUIREMENTS.** Inappropriate use of the card includes but is not limited to: Use of the Card without authorization. Misuse of the Card in any way. Providing false or misleading information; and loss or theft of the Card due to employee gross negligence. In accordance with AIMS policies and procedures, failure by an employee to follow program requirements may result in disciplinary actions, up to and including employment termination.

4. **LOSS OR STOLEN CARD.** If your Card is loss or stolen, or if you think your Account was used without your permission, you should notify ELAN VISA (Name and contact information) immediately. Additionally, you must notify the AIMS Business Department at (510)893-8701 ext. 17.

5. **SURRENDER CARD UPON TERMINATION OF EMPLOYMENT.** Upon termination of employment, you must immediately surrender the assigned card to your immediate supervisor.

6. **ACKNOWLEDGMENT.** I acknowledge receipt of the Card ad was provided an opportunity to ask questions of a knowledgeable designate regarding the appropriate use of this card. I confirm that I have read and understand the above requirements and agree to comply with the procedures.

C. FINANCIAL MANAGEMENT POLICIES

300 BASIS OF ACCOUNTING

AIMS K-12 College Prep Charter District will maintain their accounting records and related financial reports on the accrual basis of accounting.

301 Accounting Policies

The accounting policies and financial reporting adopted are consistent with the non-profit requirements of the Financial Accounting Standards Board (FASB), FASB is the recognized standard setting body for establishing non-profit accounting and financial reporting principles.

302 Basis of Presentation

The accounts of the AIMS K-12 College Prep Charter District are organized on a basis of the charter school required elements of the Standardized Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter Schools use the following fund:

General Fund - This fund of AIMS K-12 College Prep Charter District is used to account for all financial resources associated with the operation of the schools. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

Federal Funds – Title I, II, III, IV, Food Services and other funds identified as federally defined.

303 Revenues

Under the accrual basis of accounting, revenues recognized when earned.

304 Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

The Board of Trustees recognizes its fiduciary responsibility to oversee the prudent expenditure of district funds. In order to best serve district interests, the Superintendent or designee shall develop and maintain effective purchasing procedures that are consistent with sound financial controls and that ensure the district receives maximum value for items purchased. He/she shall ensure that records of expenditures and purchases are maintained in accordance with law.

(BP 309 - Budget)

(BP 302 – Employee Mileage Reimbursement)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9270 - Conflict of Interest)

Expending Authority

The Superintendent or designee may purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111, beyond which a competitive bidding process is required or other allowable legal means. The Board shall not recognize obligations incurred contrary to Board policy and administrative regulations.

The Board shall review all transactions entered into by the Superintendent or designee on behalf of the Board every 60 days. (Education Code 17605)

District funds shall not be expended for the purchase of alcoholic beverages. (Education Code 32435)

Purchasing Procedures

Insofar as possible, goods and services purchased shall meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practices. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price

Legal Reference:

EDUCATION CODE

17604 Delegation of powers to agents; approval or ratification of contracts by governing board
17605 Delegation of authority to purchase supplies and equipment
32370-32376 Recycling paper
32435 Prohibited use of public funds, alcoholic beverages
35010 Control of district; prescription and enforcement of rules
35035 Powers and duties of superintendent
35160 Authority of governing boards
35250 Duty to keep certain records and reports
38083 Purchase of perishable foodstuffs and seasonal commodities
41010 Accounting system
41014 Requirement of budgetary accounting
GOVERNMENT CODE

4330-4334 California made materials

305 Incurred Costs

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

306 Cash Management

A. The School maintains cash accounts at the following banks:

1. Operating – EASTWEST Bank

2. Investment - EASTWEST Bank/Community Bank (Non Public Fund)

B. A schedule of aged accounts and grants receivable is prepared monthly by CSMC and reviewed by the Chief Business Officer for collection. Appropriate collection procedures are initiated, if necessary.

307 Grants Receivable Aging Criteria

Accounts receivables outstanding are aged on a thirty, sixty, ninety, and over-ninety-day basis.

308 Grant/Contract Invoicing

A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.

B. The invoicing format is that specified by the funding source.

AR 308(a) Grants

AIMS Governing Board may accept any gift, grant, or bequest of money, property, or service to our schools from any individual, organization, foundation, or public or private agency that desires to support AIMS educational program. While greatly appreciating suitable donations, the Board shall reject any gift which may directly or indirectly impair its authority to make decisions in the best interest of district students or its ability or commitment to provide equitable educational opportunities.

A gift or donation, on the other hand, is defined as any item of value given to AIMS by a donor who expects nothing significant of value in return, other than recognition and disposition of the gift in accordance with the donor's wishes.

In general, the following characteristics describe a gift:

1. No contractual requirements are imposed and there are no "deliverables" to the donor. However, the gift may be accompanied by an agreement that restricts the use of the funds to a particular purpose.

2. A gift is typically irrevocable. While the gift may be intended for use within a certain timeframe, there is no specified "period of performance" or "start"/ "stop" dates as associated with sponsored projects.
3. There is no formal fiscal accountability to the donor beyond periodic progress reports and summary reports of expenditures. These reports may be thought of as requirements of good stewardship, and, as such, may be required by the terms of a gift. They are not characterized as contractual obligations or "deliverables."

Grants, contracts, and cooperative agreements (collectively called sponsored projects) are externally-funded activities in which a formal written agreement, i.e., a grant, contract, or cooperative agreement, is entered into by AIMS and by the sponsor. A sponsored project may be thought of as a transaction in which there is a specified statement of work with a related, reciprocal transfer of something of value.

The following conditions characterize a sponsored project agreement, and help to distinguish such agreements from gifts:

- ✔ Statement of Work
- ✔ Details Financial Accountability
- ✔ Definition of Deliverables

AR 308(b) Technology Donations

When new computers are donated to AIMS schools, they must match AIMS' district standards for new computers. This means that the computer is approved by Technology Services

If the donated computer is the same as one on the website, but it does not have professional licenses for Windows or Microsoft Office, they must be purchased

Donated computers, meeting the requirements above, should provide the best overall experience for everyone involved. These guidelines are meant to be firm in order to protect schools from accepting donations that may not be helpful to them.

Non-standard & Older Computer Donations

Non-standard and older computers are much more expensive to configure, maintain and troubleshoot. It is not a good use of AIMS' resources to accept something that seems "free", but actually costs quite a bit in extra time and money throughout its lifespan. These donations often require significantly more staff resources to support and AIMS's provides limited support for them. In order for the district to provide any support for the computers, they must receive advance permission from Technology Services, and meet AIMS' computer standards for donated computers

AR 308(c) Fundraising

Fundraising can only happen with the approval of the site leader.

No site shall have more than three fundraisers happening at one time.

No GoFundMe or other social media fundraiser can be posted without prior approval of the site leader.

All funds without exception must be turned into the business office and placed in the NPF Funds will be earmarked for the purposes raised.

All Donors Choose items must be logged in with the site leader.

A copy of the log must be given to the finance department.

309 Budgets

A. AIMS K-12 College Prep Charter District prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed and approved by the Board of Trustees, prior to June 30 each year and modified, as necessary.

B. Financial statements displaying budget vs. actual results are prepared by the back-office services provider and reviewed by the Superintendent and the Chief Business Officer and presented to the Board of Trustees at each regularly scheduled board meeting.

310 Insurance and Bonding

A. The Schools maintain minimum levels of coverage, as deemed appropriate by the Superintendent and Chief Business Officer, for the following policies:

1. General liability
2. Business & personal property (including auto/bus)
3. Cyber Coverage
4. Workers' Compensation
5. Student Accident Coverage
6. Personal injury liability

D. The Schools require proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Superintendent and Chief Business Officer.

311 Record Retention and Disposal

A. Records are maintained for the following indicated minimum periods:

> Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.

B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

C. All financial records are maintained in chronological order, organized by fiscal year.

D. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Head of Schools and Facility Coordinator, listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

AR 311(a) Access to District Records

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 6252)

(BP 311- Record Retention)

Writing means any handwriting, typewriting, printing, Photostatting, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of such membership, agency, office, or employment. (Government Code 6252)

Public Records

Public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)

(BP 309 - Budget)

(BP 312 - Financial Reporting)

2. Statistical compilations

3. Reports and memoranda

4. Notices and bulletins

5. Minutes of public meetings (Education Code 35145)

6. Meeting agendas (Government Code 54957.5)

7. Official communications between the district and other government agencies

8. District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law

(BP 126 - Comprehensive Plans)

(BP 125 - School Plans/Site Councils)

(cf. 0440 - District Technology Plan)

(Staff Handbook - Comprehensive Safety Plan)

(Staff Handbook - Emergencies and Disaster Preparedness Plan)

9. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 6254, 6254.25)

10. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

(BP 201- Organizational Conflict of Interest or Self-Dealing)

11. Documents containing names, salaries, and pension benefits of district employees

12. Employment contracts and settlement agreements (Government Code 53262)

13. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)

Access to public records of the district shall be granted to Board of Trustees members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 6252.5, 6252.7)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 6254.29, 6254.3)

Confidential Public Records

Unless otherwise authorized or required by law, information regarding an individual's citizenship or immigration status or religious beliefs, practices, or affiliation shall not be disclosed to federal government authorities. (Education Code 234.7; Government Code 8310.3)

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, and interagency or intra-district memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 6254, 6254.25)

3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

(AR 103 - Criminal Record Check)

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees may only be disclosed as follows: (Government Code 6254.3)

a. To an agent or a family member of the employee

b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties

Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, or birth date, and the district shall remove this information from any mailing list of the district except a list used exclusively to contact the employee.

d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

(BP 119 - Health and Welfare Benefits)

4. Student records, except directory information and other records to the extent permitted under the law, when disclosure is authorized by law

5. Test questions, scoring keys, and other examination data except as provided by law (Government Code 6254)

6. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

7. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in an unfair competitive disadvantage to the person supplying the information (Government Code 6254)

9. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

10. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

11. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 6253.5)

12. Minutes of Board meetings held in closed session (Government Code 54957.2)

13. Computer software developed by the district (Government Code 6254.9)

14. Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code 6254.19)

15. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

16. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

17. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

Inspection of Records and Requests for Copies

Any person may request a copy or inspection of any district record that is open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the ~~Superintendent~~ Ombudsperson or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The ~~Superintendent~~ Ombudsperson or designee shall promptly inform the person making the request of the determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the ~~Superintendent~~ Ombudsperson or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request

3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request

4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

If the Ombudsperson or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records shall be open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

The Ombudsperson or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Ombudsperson or designee.

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 6253)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.

2. The request would require data compilation, extraction, or programming to produce the record.

Assistance in Identifying Requested Records

If the Ombudsperson or designee denies a request for disclosable records, the requester shall be assisted in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Ombudsperson or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Ombudsperson or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

312 Financial Reporting

The back-office services provider maintains supporting records in sufficient detail to prepare the Schools' financial reports, including:

A. Annually:

1. Financial statements for audit

2. Annual budget

B. Monthly:

1. Trial balance

2. Internally generated budget vs. actual financial statements

3. Billing invoices to funding sources

4. Updating the cash flow projection

C. Periodically:

1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns

2. Other reports upon request

313 Audit

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Celerity Charter Schools' financial statements in accordance with Government Auditing Standards and the Governmental Accounting Standards Board.

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

314 Audit/Finance Committee

A maximum of two and a minimum of one member(s) of the Board of directors will act as an audit/finance subcommittee. Staff will review and present an analysis of independent auditor proposals to the committee and make a recommendation for selection of independent auditor. The committee will

recommend and the Board will select the independent auditor and review the scope and results of the audit. The Board also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the committee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The Board of Directors will also review all financial information of the AIMS K-12 College Prep Charter District.

315 Federal Fund Management

The Board of Trustees recognizes the district's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. The district shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 7 CFR 200.0-200.521 and any stricter state laws and district policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program.

The Superintendent, Chief Business Officer or designee shall ensure that the district's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in district accounts of each federal award received and expended and the federal program under which it was received

(BP - 309 Budgets)

2. Accurate, current, and complete disclosure of the financial and performance results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.327 and 200.328

(BP – 312 Financial Reporting)

3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income, and interest

(BP - 311 Record Retention and Disposal)

4. Effective controls and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes

5. Comparison of actual expenditures with budgeted amounts for each federal award

6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305

7. Written procedures for determining the allow ability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

The Superintendent, Chief Business Officer or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that the district can prepare reliable financial statements and federal reports, maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

(BP -601 Disposal of Property and Equipment)

(AR – 315 Federal Funding Management Inventory)

All staff involved in the administration or implementation of programs and activities supported by federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

(AR-315(c) Federal Fund Time Management)

The district shall submit performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted within 90 days after the ending date of the grant. (2 CFR 200.301, 200.328)

(BP-1500 Management and Reporting Procedures)

Legal Reference:

EDUCATION CODE
42122-42129 Budget requirements
CODE OF FEDERAL REGULATIONS, TITLE 2
180.220 Amount of contract subject to suspension and debarment rules
200.0-200.521 Federal uniform grant guidance, especially:
200.1-200.99 Definitions
200.100-200.113 General provisions
200.317-200.326 Procurement standards
200.327-200.329 Monitoring and reporting
200.333-200.337 Record retention
200.400-200.475 Cost principles
200.500-200.521 Audit requirements
CODE OF FEDERAL REGULATIONS, TITLE 34
76.730-76.731 Records related to federal grant programs
CODE OF FEDERAL REGULATIONS, TITLE 48
2.101 Federal acquisition regulation; definitions

AR 315(a) Federal Fund Management

To ensure the lawful expenditure of any federal formula or discretionary grant funds awarded to the district, the Superintendent or designee shall comply with the requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (the "Uniform Guidance"), as contained in 2 CFR 200.0-200.521 and Appendices I-XII.

Allowable Costs

Prior to obligating or spending any federal grant funds, the Director of Compliance, Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the award. He/she shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

The Director of Compliance, Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

(AR. 315(d) Federal Fund Management: Compliancy Review)

(BP. 302 – Basis of Presentation)

Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 90 days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.343)

Procurement

When procuring goods and services with a federal grant, the Director of Compliance, Superintendent or designee shall comply with the standards contained in 2 CFR 200.317-200.326 and Appendix II of Part 200, or with any applicable state law or district policy that is more restrictive.

As appropriate to encourage greater economy and efficiency, the Director of Compliance, Superintendent or designee shall avoid acquisition of unnecessary or duplicative items consider consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold specified in 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)

2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures

that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320). The micro threshold has been defined as $10,000.

3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law - Bids, unless exempt from bidding under the law.

4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available exclusively from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)

6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract for which the cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (200.328)

For any purchase of $35,000 or more, the Chief Business Officer, Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. Verify through the US Department of Labor (2 CFR 180.220, 200.213)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Chief Business Officer, Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The Compliance Director, Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.326)

Capital Expenditures

The Chief Business Officer, Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.12, 200.13, 200.20, 200.33, 200.48, 200.58, 200.89, 200.313, 200.439)

Conflict of Interest

No Board of Trustees member, district employee, or district representative shall participate in the selection, award, or administration of a contract supported by federal funds if he/she has a real or apparent conflict of interest, such as when he/she or a member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of them has a financial interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in contract selection, award, and administration shall also comply with Board policy Conflict of Interest.

Cash Management

The Director of Compliance, Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

(BP- 1100 Cash Management Procedures)

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project. Except under specified conditions, the district shall maintain the advance payments in an interest-bearing account. The district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Director of Compliance, Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Personnel

All district employees who are paid in full or in part with federal funds, including employees whose salary is paid with state or local funds but is used to meet a required match or in-kind contribution to a federal program, shall document the amount of time they spend on grant activities. (2 CFR 200.430)

(AR- 315(c) Time Accounting)

Records

Except as otherwise provided in 2 CFR 200.333, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.333)

(BP- 311 Record Retention and Disposal)

Micro-purchase means an acquisition of supplies or services using simplified acquisition procedures, the aggregate amount of which does not exceed the micro-purchase threshold.

Micro-purchase threshold means $10,000

AR 315(b) Federal Fund Management Inventory

Inventories

In order to provide for the proper tracking and control of district property, the Superintendent or designee shall maintain an inventory of equipment in accordance with law for the following:

1. All equipment items currently valued in excess of $500 (Education Code 35168)

2. All equipment items purchased with state and/or federal categorical funds that have a useful life of more than one year with an acquisition cost of $500 or more per unit.

In addition, the Superintendent or designee may maintain a list of specific items which shall be inventoried for internal control purposes regardless of their initial cost or current value.

The inventory shall contain a record of the following information: (Education Code 35168; 5 CCR 3946)

1. Name and description of the property

2. Identification number

3. Original cost of the item of equipment or a reasonable estimate if the original cost is unknown

4. Date of acquisition

5. Location of use

6. The date and method of disposal

(BP-601 Disposal OF Property and Equipment)

In addition to the information specified in items #1-6 above, the following information shall be recorded for equipment acquired with state and/or federal categorical funds unless otherwise specified in law: (5 CCR 3946; 2 CFR 200.313)

1. Source of the property (funding source)

2. Titleholder

3. Percentage of federal participation in the cost of the property

4. Use and condition of property

5. Sale price of the property upon disposition and method used to determine current fair market value

(BP-314 Federal Fund Management)

At the time of purchase, the Superintendent or designee shall affix a label to the equipment containing the identification number and the district name. Equipment items purchased with categorical program funds shall also be labeled with the name of the project in accordance with 5 CCR 3946.

Whenever an equipment item is moved to a new location or the equipment is used for a new purpose, the new location or purpose shall be recorded in the inventory.

A copy of the inventory shall be kept at the district office and at the appropriate school site.

(BP-311 Record Retention and Disposal)

The Superintendent or designee shall annually submit an inventory listing of federally owned property in its custody to the federal agency that granted the award. (2 CFR 200.312)

Physical Inventory
At least once every two years, a physical inventory of equipment shall be conducted and the results reconciled with the property records. (2 CFR 200.313)

The Director of Health and School support , Superintendent or designee shall establish procedures for conducting the physical inventory which shall include, but not be limited to, designation of person(s) responsible for coordinating and conducting the inventory, preparation and distribution of count sheets, procedures for implementing the inventory, and procedures for conducting a recount to substantiate the validity of the inventory.

The Director of Health and School support and Health, Superintendent or designee shall investigate any differences between the quantities determined by the physical inspection and those in the accounting records.

EQUIPMENT INVENTORY- Federal Program Monitoring

AIMS K-12 Equipment Inventory-4400 Object Code

The LEA spending Title I, Part A funding on equipment must maintain a historical inventory record for each piece of equipment with an acquisition cost of $500-$4999 per unit. The record describes the acquisition by:

(a) BCSD Asset Tag #

(b) Type/description

(c) Model/name

(d) Serial number

(e) Funding source

(f) Acquisition date

(g) Initial Cost (Financial)

(h) Location

(i) Current condition

(j) Transfer, replacement or disposition of obsolete or unusable equipment

AIMS Operations Department must conduct a physical check of the inventory of equipment within the past two years and reconcile the result with inventory records.

A. ORDERING:

Title I Equipment (costing more than $500) is for supplemental purposes and must be for student use. This expenditure must be included in the SPSA and or an SPSA Addendum. The LCAP Advisory Committee must approve Title I equipment as documented on the Equipment Justification Form.

B. DISTRICT INVENTORY FOR ITEMS OVER $500

Any piece of equipment costing $500 (not including tax and delivery charges) or more (not to exceed $4999) must be labeled and inventoried. Inventories must be completed and maintained and a working file kept on file at all times.

C. SCHOOL TECHNOLOGY INVENTORY FOR ITEMS PURCHASED FOR LESS THAN $500

Items purchased less than $500 must reflected in the Purchase Order System and also be kept track of on electronic inventory form.

D. MAINTENANCE AGREEMENTS

Schools must check with the Director of Health and School support and Health to ensure that accurate contracted maintenance costs are budgeted.

EQUIPMENT INVENTORY PROCEDURES

Inventory Printouts

Our Back-office provider (CSMC) will email an electronic equipment inventory printout to the schools, Director of Operations and Chief Business Officer. Equipment purchased for $500 or more will be on the inventory printout. (Other resource codes that may exist: 3010-Title I, 4035-Title II, 4203-Title III and/or 010-ASES). The designee in charge of equipment inventory must use the printout as their working copy. Please check the printout for accuracy and update any items that have been relocated to different locations.

Discard Instructions

To discard furniture or a large quantity (more than 5 items):

- ✔ Find a location on campus to store items. The location should be a non-accessible area to students and safe from weather.
- ✔ Email operations@aimsk12.org the description, quantity, and the location where the items are stored forms.

Stolen Items

A “Incident Report” form must be completed for items which are stolen from your site. You need to attach any backup you have (i.e. requisitions, inventory list, PO’s) so the correct item can be removed from your inventory.

(If stolen items are over $10,000 in value, immediately contact Finance Department at finance@aimsk12.org)

Legal Reference:

EDUCATION CODE
35168 Inventory of equipment
CODE OF REGULATIONS, TITLE 5
3946 Control, safeguards, disposal of equipment purchased with consolidated application funds
16022-16023 Classification of records
16035 Historical inventories of equipment
UNITED STATES CODE, TITLE 20
2301-2414 Carl D. Perkins Career and Technical Education Act
CODE OF FEDERAL REGULATIONS, TITLE 2
200.0-200.521 Federal uniform grant guidance

AR 315(c) Federal Fund Management Time Accounting

Head of School Responsibilities

Each Head of Schools or designated site manager must ensure that all federally funded employees are familiar with the time documentation guidelines and are complying with these requirements. Please review the Employee Guidelines outlined below.

FEDERALLY FUNDED EMPLOYEE TIME DOCUMENTATION

Documentation is required to ensure that the district is properly charging salaries and wages that are reasonable, necessary and allowable in accordance with applicable federal program requirements. The resource codes involved with federal programs reviewed by CDE and that require time accounting forms are Title I Part A & D (Resource 3010 Restrictor 01); Title II Part A Resource 4035 Restrictor 02), Title III EL (Resource 4203 Restrictor 03), and Title IV (if allocated)

ESEA
Title I Part A (3010)
• Must be used to supplement the basic program

• Site employees cannot participate in administrative or clerical duties

• Intent is to provide support for low income students to become academically proficient in State Standards

Title II Part A (4035)

- to increase the academic achievement of all students by helping schools and district= improve teacher and principal quality through professional development and other activities

Title III EL (4203)
- support to ensure English learners in California, attain English proficiency,
- support so that English learners develop high levels of academic attainment in English
- support so that English learners meet the same challenging state academic standards as all other students

Local Control Funding Formula (LCFF)
- **Considered State "general" funds – not categorical**
- **Employees funded with only LCFF do not participate in time accounting.**
- **Time Accounting is ONLY required if LCFF is combined with Title I, II, III, IV)**

Federal Time Accounting

A requirement for the use of federal funds for salaries, time accounting certification records must be maintained and collected.

If an employee is paid with federal funds, documentation must be completed to reflect that the employee worked on that specific federal program and cost objective.

The following three components must be met for acceptable use of federal funds:

1. Necessary
2. Reasonable
3. Allocable (Time spent on compliant duties, proves ability to be allocated)

Types of Time Accounting:

1. Semi-Annual Fully Funded
2. Semi-Annual / Single Cost Objective
3. Personnel Activity Report (PAR) Multi-funded

TIME ACCOUNTING FORMS: SEMI-ANNUAL CERTIFICATION AND PERSONNEL ACTIVITY REPORT

SEMI-ANNUAL CERTIFICATION for EMPLOYEES FUNDED WITH 100%, ONE RESOURCE.

Title I, Part A&D	**3010- Resource**	**ELO 7425 Resource**
Title II, Part A	**4035- Resource**	**Other Federal Resource**
Title III ELD	**4203- Resource**	

If an employee works 100% on one activity and is paid through one federal funding source only, they will sign this form twice a year, which is submitted after each six-month work period. Some examples of these employees may be instructional aides or resource teachers at one school site working on one goal area on a set schedule.

1.) January (July-December) 2.) June/July (January-June)

All duties must be supplemental and allowable under a Federal Title program.

If position is 100% Title I a Semi-Annual Time Accounting certification is completed twice a year.

- ✔ The Job description is embedded in the form.
- ✔ Originals are kept at the school site.
- ✔ Head of School or Administrative designee submits signed copies to Operations Department after work is completed.

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SEMI-ANNUAL CERTIFICATION with SCHEDULE FOR MULTI-FUNDED SITE BASED EMPLOYEES

(Substitute System of Time Accounting)

If a multi-funded employee works on one goal (or cost objective), their schedule does not change, and they stay in one location, they may complete the SEMI-ANNUAL CERTIFICATION twice a year. In order to use this form, the employee MUST submit one accurate work schedule with each Semi-Annual Certification form. The schedule must include information such as time periods, grades, and subjects.

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PERSONNEL ACTIVITY REPORT (PAR)– Calendar for Multiple Funding and Multiple Cost Objectives

If the employee's work schedule varies daily or throughout the month, and/or the employee works at multiple sites, the employee should document daily activities, identify each program for which work was performed, and the daily time dedicated to each program. The total documented time for the day should equal to the actual hours worked.

All multi-funded, multiple cost objective employees must complete PARs on a monthly basis.

1. PARS must be submitted after the work month by the 10th of following month.
2. Cannot be submitted or signed after the last day of the following month

Personnel Activity Report (PAR) Procedures

All multi-funded personnel responsible for completing a PAR will:
· Complete & submit one description of duties annually to Compliance.
· Document their activities, per program, during their contracted hours on the Excel PAR Activity Report
· Employee Print and sign completed Excel PAR Activity Report after the last working day of each month
· Submit Excel PAR Activity Report monthly to site designee for Head of Schools to review and sign.
· Site designee will submit copies all signed Excel PAR Activity Reports to Compliance Department (Timeaccounting@aimsk12.org) and compliance@aimsk12.org by the 10th of the following month. (i.e. August PAR forms will be due September 10, 2020).

All personnel sign time accounting certifications AFTER work is performed.
All original Time Accounting forms, with original signatures must be kept at school site for five years.

Procedures to Review Federal Positions:

A review of each federal funded position will occur annually.

Each Head of School will:

1. Provide evidence of the identified need, alignment to LCAP/SPSA goals, and intent of funding for each position.
2. Submit an annual job description (Duty Statement) for each multi-funded position.
3. Submit monthly Personnel Activity Records (PAR) for each multi-funded position.

District (Compliance Committee) will:

1. Review and confirm school steps 1-3.
2. Conduct a semi-annual fiscal review to determine if funds are allocated appropriately/aligned to work performed.
3. Make fiscal reconciliations if review results in misalignment.

*If school is retaining the multi-funded position for the next school year, funding must be adjusted and reflected on the Position Action Form (PAF).

REVIEW AND APPROVAL CYCLE:

Personnel Activity Report (PAR): After the last day of each month, the employee signs and submits their PAR completed, to their supervisor for review. The supervisor must date and sign the PAR after the end of the month and submit by the 10th of the following month. PARS cannot be signed or submitted after the last day of the following month.

Semi-Annual Certification: This form must be submitted in January (covering the July-December work period) and June (covering the January – June work period). In June, Semi-annuals can be signed on the last day of work for the employees' school year.

FORM SUBMISSION:

All forms must be sent either hard copy to:

AIMS K-12 College Prep
171 12th Street
Oakland 94607
Attn: Program Compliance

OR Scanned and emailed to: Timeaccounting@aimsk12.org and compliance@aimsk12.org

EMPLOYEE TRAINING:

Time Accounting training materials and forms can be found at www.aimsK12.org. Time Accounting presentations are given in August of each year and updated throughout the year during Staff Professional Development days.

A PAR Technical Assistance workshop is given each fall. Supervisors and staff that are funded by Federal Programs will be notified prior to training and provided funding percentages.

If you have any questions on compliance or form completion, please contact Program Compliance at Compliance@aimsk12.org.

RECONCILIATION PROCESS

Personnel Activity Report (PAR):

1. Head of Schools or designated assignee collects the PAR form from all employees that are required to complete it. The Pars is reviewed by the Head and signed before submission to the Operations Department. The department ensures that all forms are received, are complete, and provides copies to the Accounting Fiscal Services Executive Assistant.

2. Business Operations reviews each PAR and compares it to the actual payroll expenditure ledger to confirm reported time activity agrees to the budgeted funding distribution. Managers are notified of discrepancies between resource allocation and time on calendars.

3. Compliance, Business Operations, Heads of Schools and/or Program Coordinator meet to review any variance in excess of 10% and provide recommendations to the Superintendent

4. Compliance, Business Operations, Heads of Schools and Superintendent (Cabinet) meet to review, discuss, and provide course of action for discrepancies. Budget Services moves expenditures and/or updates the budget to align with the PAR per Cabinets authorization and direction.

5. Reconciliation occurs quarterly in July, October, January and April, to coincide with each budget or actuals reporting period.

Semi Annual Certification:

1. Head of Schools or designated assignee collects the Semi-Annual form from all employees that are required to complete it. The Pars is reviewed by the Head and signed before submission to the Compliance Department. The Compliance department ensures that all forms are received, are complete, verifies the single cost objective, and provides copies to the Accounting Fiscal Services Executive Assistant.

2. Business Operations reviews each semi-annual and compares it to the actual payroll expenditure ledger to confirm semi-annual agrees to the budgeted funding distribution. Managers are notified of discrepancies between resource allocation and time on semi-annual forms.

3. Compliance, Business Operations, Heads of Schools and/or Program Coordinator meet to review any variance in excess of 10% and provide recommendations to the Superintendent

4. Compliance, Business Operations, Heads of Schools and Superintendent (Cabinet) meet to review, discuss, and provide course of action for discrepancies

AR 315(d) Federal Fund: Compliancy Review Process

Compliant Use of Funds:

In order to ensure the compliant use of federal Funds, the Superintendent and designee shall follow the protocols for the compliancy review process:

The Superintendent, in partnership with the Business Office, Program Compliance, Ombudsman, and Academic Data and Performance compose the Compliance Review Committee to review the compliant use of designated funds and all required documentation in accordance with the Federal Guidelines.

400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

401 Bank Accounts

A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of AIMS K-12 College Prep Charter District at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks:

EASTWEST BANK	COMMUNITY BANK

402 Petty Cash Checks Payments

A. Account has been closed.

403 Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

404 Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

405 Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

406 Liability for Compensated Absences

A. Compensated absences arise from employees' absences from employment due to vacation leave. When the AIMS K12 College Prep (aka American Indian Model Schools) expect to pay an employee for

such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:

1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.

2. The employee's right to receive the compensation for the future absences is vested or accumulates.

3. It is probable that the compensation will be paid.

4. The amount of compensation is reasonably estimable.

B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

407 Debt

A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.

B. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

AR 407(a) LOAN CONVENANT

AIMS K-12 recognizes the obligation based on debt incurred for the 12th Street property required to remain within the limits defined by the Loan Officers (Bank: East West Bank) that states:

Debt Coverage Ratio: Maintain a debt coverage ratio (defined as net erating income divided by current portion of long term debt plus interest expense) of not less 1.35 to 1 for the fiscal years ended June 30th, 2020 and June 30th 2021 and 1.50 to 1 thereafter.

Except as provided above, all computations made to determine compliance with the requirements contained in this paragraph shall be made in accordance with generally accepted accounting principles, applied on a consistence basis, and certified by Borrower as being true and correct.

AIMS staff in Verification of loan requirement is reviewed at each fiscal quarter to ensure compliance. The calculation for the requirement is provided to the Board of trustees and the public at each fiscal reporting cycle (Adopting, 1st Interim, 2nd Interim and Unaudited Actuals/Closing.

500 REVENUE

501 Revenue Recognition

The AIMS K-12 College Prep Charter District record revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

600 FACILITIES

601 Disposal of Property and Equipment

A. No item of property or equipment shall be removed from the premises without prior approval from the Director of Health and School support, Superintendent or designee.

B. AIMS K-12 College Prep Charter District have adopted standard disposition procedures for AIMS' staff to follow, which include a Resolution of Surplus/Obsolete, Asset Disposal Form, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.

C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

700 PROCUREMENT POLICIES

701 AIMS K-12 College Prep Charter District adhere to the following objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.

2. Make all purchases in the best interests of AIMS and their funding sources.

3. Obtain quality supplies/services needed for delivery at the time and place required.

4. Buy from responsible sources of supply.

5. Obtain maximum value for all expenditures.

6. Deal fairly and impartially with all vendors.

7. Maintain dependable sources of supply.

8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in AIMS K-12 College Prep Charter Districts' supplier relationships.

A. AIMS K-12 College Prep Charter District will execute a Purchase Order for all purchases except when it is in the best interest of the company to obtain maximum value for its expenditures. When staff receives a lower price from companies that do not accept purchase orders, the decision will be made to utilize either a check or a credit card to make the purchase. Purchases shall be approved by the Superintendent for amounts less than $8,000 per school and by the Board of Trustees if greater than $8,000 per school.

B. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Superintendent. The agreement will identify all the terms and conditions of the lease.

Procurement Procedure

Accounts Payable

Accounts payable is a critical portion of your financial records and can be subject to fraud without careful reconciliation and oversight. Strong accounts payable audit procedures can ensure the accuracy and timeliness of your bill payments. The best accounts payable audit procedures allow a mixture of daily checks, routine internal controls and external audit procedures.

Routine Procedures

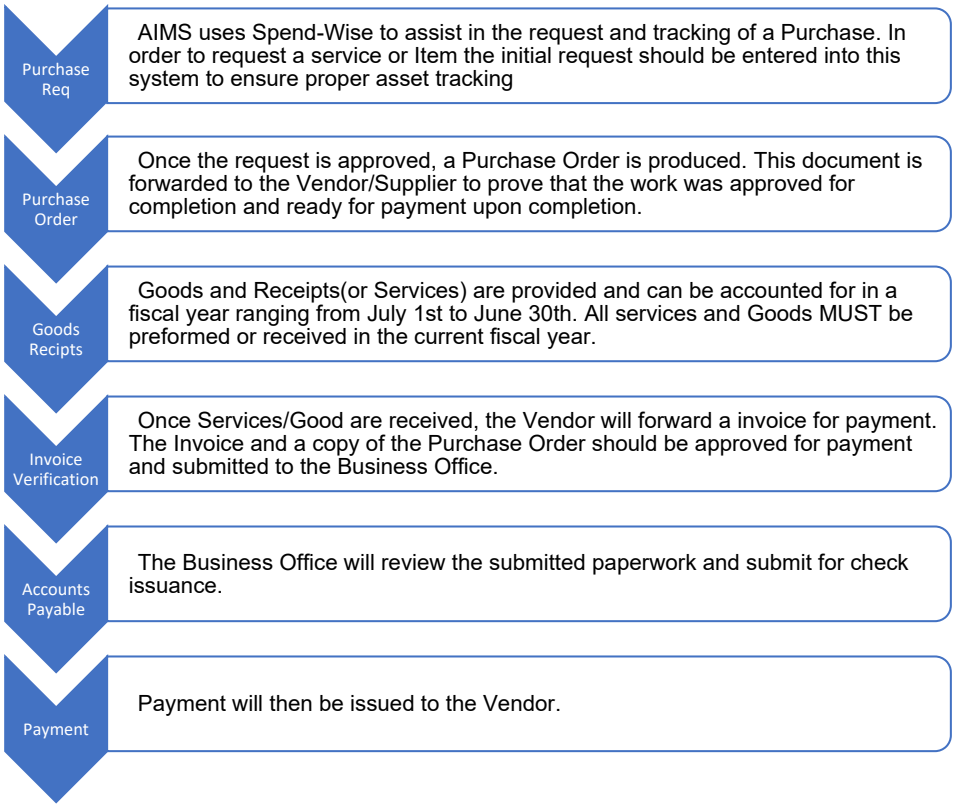
Accounts payable should be balanced daily to reconcile payments to recorded entries. Any discrepancy between the total amount paid and the total recorded should be examined and reconciled immediately. Management oversight of every individual involved in accounts payable should be stringent and should include routine monitoring of activities.

Sign-off procedures that help establish an audit trail should be enacted. These sign-offs include management review of goods and service requests, regular reconciliations, monthly discrepancy reports and individual sign-offs for large transactions to ensure that all information is correct.

Internal Controls

Internal controls for accounts payable include signature requirements according to payment amounts. AIMS requires two signatures for all checks submitted for payment as well as Board Approval and signature for all checks over the $8000 threshold.

During book closing procedures at the end of a month or financial period, AIMS requires sign-off for all account payable work including summary totals and account reconciliations. Additionally, Spendwise provides a running report that monitors payment levels from accounts payable processing



702 Check Issuance

1. All checks require two signatures
2. Checks written for $8,000 and above require board approval, except for the following Vendors: Pre approved Operation Vendors such as, PG&E (Electricity and Gas), AT&T (Office Telecommunications), EBMUD (Water Utilities), Waste Management, Mortgage and/or Rent payments. (These contracts are approved as Pre-Approved Vendors at the first board meeting of the fiscal year. Vendors may be amended depending on Services)
3. A list of Pre-Vendors will be submitted to the Board of Trustees (Semi-Annually) for pre-approval to allow for invoice and remittance workflow.
4. All other Vendors (not on the Pre-Approved Vendor List) must be submitted to the Board of Trustees for approval. Any vendor receiving payments from AIMS K12 College Prep District totaling over the amount of 8,000 within the fiscal year must be approved PRIOR to rendering services.
5. Checks shall be Computer generated by the back office
6. Checks are sent to Vendor from back-office and the copy of the check is provided and filed.

7. Voided Checks must be labeled as “VOID” in large letters. A Copy must be filed accordingly
8. NO CHECKS SHALL BE MADE OUT TO CASH or WRITTEN IN ADVANCE

800 TRAVEL POLICIES

801 Pre-Approval for Travel

A. All employees must request approval prior to attendance for off-site conference. An authorization to attend must be approved by the Superintendent and reviewed by the Chief Business officer, if funded by restricted monies.

802 Employee Mileage Reimbursement

A. All employees are reimbursed either at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel or at a flat monthly rate which is taxable under IRS rules. In addition, parking fees and tolls paid are reimbursable if supported by invoices.

B. All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.

C. If employees request to be reimbursed at a monthly flat fee, the payment will be done through payroll unless specified by contract and will be subject to all applicable taxes under IRS regulations.

900 CONSULTANTS AND CONTRACTORS

901 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.

B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.

C. The use of a management contract for educational and administrative services will clearly identify the contractor’s performance requirements, including students’ academic achievement, contractor’s

compensation and AIMS K-12 College Prep Charter Districts' rights to educational curricula and intellectual property developed.

Vendor Contacts

The District urges vendors to deal directly with the District Leadership on all purchasing related matters, including sales calls, sales presentations, promotions, catalog distributions, returns, exchanges and substitutions. Vendors may not make sales calls directly at school sites. The District must adhere to bidding and competitive selection procedures. Vendors must first contact the Director of Health and School support and the Superintendent of Schools direction prior to making any sales presentations.

Basis for Award

The District seeks to develop maximum competition for all purchases and to award contracts based on the lowest cost to the District by a responsible vendor presenting the most advantageous proposal to the District.

Formal bidding procedures are required for the purchase of materials and/or services exceeding amounts specified by law. Bid limits are subject to change on a yearly basis.

Informal quotes, bids or proposals for goods and/or services may be requested and received in writing by mail, e-mail and facsimile. Informal bids apply to purchases below the formal bid limits required by law.

Gifts and Gratuities

The District maintains a strict policy prohibiting the acceptance by its employees of gifts and/or gratuities from any vendor or potential vendor. However, this policy does not preclude employees from accepting promotional or advertising items such as calendars, desk pads, notebooks and other office supplies which are offered free to all as part of a public relations program.

DEFINITIONS

- AIMS K-12 College Prep shall be hereinafter referred to as the "District" and the vendor/supplier shall be hereinafter referred to as "Vendor."
- The purchase order approved by the District's Governing Board and issued by an authorized representative of the District's Purchasing Department and these Terms and Conditions are hereinafter referred to as the "Agreement."

HOLD HARMLESS AND INDEMNIFICATION LANGUAGE

- Vendor agrees to indemnify and hold harmless District, its officers, agents, employees and volunteers from any and all loss, costs and expense including legal fees, or other obligations or claims, arising directly or indirectly out of any liability or claim of loss or liability for personal injury, bodily injury to persons, contractual liability and damage to property, or any other loss, damage, injury or other claim of any kind

or nature, arising out of the activities, omissions to act or negligence of Vendor and/or Vendor's officers, agents, independent contractors, subcontractors or affiliated entities and/or their employees, agents and representatives, whether such activities, omissions to act, negligence or intentional conduct is or was authorized by this Agreement or not.

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

INSURANCE

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

INSPECTION AND ACCEPTANCE

- Inspection and acceptance will be at destination, unless otherwise provided. Regardless of the F.O.B. point, the Vendor agrees to bear all risk of loss, injury, or destruction of goods and materials ordered herein which occur prior to delivery; and such loss, injury, or destruction shall not release the Vendor from an obligation hereunder.

COMPLIANCE WITH LAWS

- The Vendor shall observe and comply with all rules and regulations of the Governing Board of the District and all federal, state, and local laws, ordinances and regulations.

CERTIFICATES/PERMITS/LICENSES

- The Vendor and all Vendor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of goods or services pursuant to this Agreement.

NO RIGHTS IN THIRD PARTIES

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

LIMITATION OF DISTRICT LIABILITY

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

CALIFORNIA LAW

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

WAIVER

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

SEVERABILITY

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

902 Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code.

In particular, consultants will:

A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.

B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.

C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits. D. Not be assigned a permanent workstation.

E. Make their services available or work for a number of firms or persons at the same time.

F. Will use his or her own stationery or invoice in billing for services.

INDEPENDENT CONTRACTOR

- While providing the supplies or services ordered herein, the Vendor shall be and act as an independent contractor. Vendor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation.

1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for AIMS K-12 Schools.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Director of Operations before entering into the accounting system.

2. Each entry in the accounting system is reviewed and approved by the Chief Business Officer.

3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.

4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.

5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms and are prepared and reviewed by qualified accounting personnel.

6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached and are approved by the Chief Business Officer.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back office business services provider to the Chief Business

Officer.

2. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back-office business services provider.

3. At fiscal yearend and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Flow Projection

AIMS K-12 College Prep Charter District annually prepare and update monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

AIMS K-12 College Prep Charter District has internal control systems in place to monitor cash receipts and ensure that deposits are made in a timely manner. AIMS also use electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

(i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.

(ii) Listed receipts and credits compared to accounts receivable and bank deposits.

(iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

A. General

1. Mail is received by the Receptionist who sorts the checks and forwards them to the Finance department or the appropriate recipient.

2. All checks are restrictively endorsed by the Finance department.

3. The finance department prepares deposit slips and forwards them to the back office provider for the preparation of journal entries.

4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.

5. The back office business services provider reviews and signs off on journal entries.

6. The back office business services provider inputs journal entries.

7. The finance department makes deposits on weekly or as checks are received. All deposits are maintained in a secure area with limited access.

8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Chief Business Officer or designated finance staff and the back-office business services provider on a monthly basis.

Cash Handling Procedure (Internal)

Standard Operating Procedures AIMS K-12 - Food Service Cash Handling Procedure

California introduced the California Universal Meal Program, an initiative that ensures all students in public schools have access to free breakfast and lunch, regardless of their family's income level.The primary goal of this program is to eliminate lunch balances and ensure that every student receives nutritious meals without the stress of financial constraints. By providing free meals, the program aims to support students' health, well-being, and academic performance.

Purpose: The purpose of this cash handling policy is to establish standardized procedures for the collection, reconciliation, and security of funds associated with the school meal program. This policy aims to ensure accurate accounting, prevent misuse of funds, and provide transparency and accountability in financial transactions. By adhering to these procedures, the school ensures that all financial activities are conducted in a secure and efficient manner, thereby supporting the integrity and sustainability of the school meal program.

Procedures:

1. **Purpose of Collected Funds:** Schools are strictly prohibited from using collected funds for any purpose other than deposit.
2. **Daily Cash Counting:** Cash must be counted at the end of each day.
3. **Balancing Cash to Receipts**: Cash must be balanced against receipts daily prior to deposit. A copy of this reconciliation must be maintained in a spreadsheet and a physical copy of the receipt must be filed.
4. **Reconciliation Log:** Maintain a reconciliation log in an Excel spreadsheet, specifically noting school meal transactions and the year.
5. **Receipt Book Logging:** All received payments must be logged in a receipt book.
6. **No Cash in School Mail:** Cash should never be sent through school mail.

Front Desk Cash Handling

1. **Payment Acceptance Hours**: Cash or Check is accepted at the front desk from 8:00 a.m. to 4:00 p.m which will be taken by the front desk clerk or Nutritional Service Coordinator.
2. **Immediate Safe Storage**: Any cash/check deposited at the front desk must be stored in a safe immediately.
3. **MealTime Deposits**: Payments for the nutritional service program must be deposited into the student's profile in the MealTime system.
4. **Issuing Receipts for Cash/Check:** A receipt must be logged and provided to the parent/guardian after the deposit is completed.
5. **Daily Reconciliation:** By 2:00 p.m., the Head of School or a designated person must reconcile the cash and receipt book. This involves a double count of the cash. All checks and receipts must be photocopied.
6. **Weekly Cash Storage:** After reconciliation, the cash will be stored in a safe on-site until the weekly delivery to the Finance Department.
7. **Notification to Finance Department:** An email must be sent to the Finance Department stating the amount of money that has been accounted for, along with copies of the receipts and copies of the checks, informing them that it is ready to be picked up.

Tracking:

Check Handling Procedures

1. **Copying Checks**: Make a copy of each check received.
2. **Recording Check Details**: Write down the three digit number on the upper right-hand corner of the check number on the receipt.
3. **Issuing Receipts for Checks:** Provide the receipt with the check details to the parent/guardian.

Approval Process:

Reconciliation of Cash Handling

1. **Daily Balancing:** Cash collected must be balanced by comparing the total cash to the pre-numbered receipt totals and the money received.
2. **Dual Review:** The Front Desk Clerk and Nutritional Service Coordinator will review the total cash amount received to ensure accuracy.
3. **Daily Reconciliation:** Deposit tickets must be reconciled to the cash received, along with the daily deposit printout from the MealTime system or the donation log.
4. **Proof of Reconciliation**: Evidence of reconciliation must be stored in the finance office and locked in a secure file.

Security of Cash Handling

1. **Secure Storage:** Cash and other deposits must always be kept secured in a locked safe location. Deposits or cash should not be left unlocked in desks, drawers, or file cabinets.
2. **Offsite Delivery:** Delivering cash offsite requires the presence of two people.
3. **Nutritional Service Coordinator Responsibility:** The front desk clerk is responsible for ensuring all cash deposits brought to the finance office are reviewed and signed off by finance staff.
4. **Securing Deposit Bags**: Deposit bags and any other deposits must be secured until they are delivered to the finance department.

Refund Process

1. **Request Processing**: Parents will need to complete the MealTime reimbursement form and email it to the Nutritional Service Coordinator.
2. **Verification:** The Nutritional Service Coordinator will review the form and verify the amount of the refund in the MealTime system.
3. **Purchase Order:** The Nutritional Service Coordinator will place a purchase order on Spendwise as a reimbursement and seek approvals from the Program Compliance Manager, Program Compliance Director, Chief Business Officer, and Superintendent.
4. **Approval and Refund:** Once fully approved, the finance department will issue a refund check to the address listed on the form. Processing can take 3-4 weeks.

Collections

1. **Negative Balance Report**: Print out the MealTime negative balance report.
2. **Family Notification:** Call families with negative balances and inform them to pay the balance immediately. Set a due date for payment.
3. **Payment Options:** Inform families that they can pay at the front desk with cash or check.

Review: The Nutritional Service Coordinator is responsible for overseeing the communication process between the receptionist and the finance department regarding funds at the front

desk. Additionally, the Coordinator will ensure accurate documentation of all financial transactions. This includes verifying that the receptionist sends an email to the finance department regarding money at the front desk and confirming that all relevant information is correctly documented for record-keeping purposes.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls

(i) Pre-numbered checks and special check protective paper.

(ii) Match disbursement records against accounts payable/open invoice files.

(iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the back office business services provider, if applicable.

(iv) Supporting documentation canceled to prevent resubmission for payment.

(v) Detailed comparison of actual vs. budget disbursements on a periodic basis. (vi) Separation of duties to the extent possible for an organization the size of the Celerity Schools.

Procedures

1. When the transaction is complete, and payment is due, a pre-numbered check is prepared by the back office business services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Chief Executive Officer or Director of Health and School support for approval.

2. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.

3. The Superintendent and Chief Financial Officer approves checks, after examining the supporting documentation.

4. After having been approved and/or signed, the checks are mailed directly to the payee by back office provider.

5. All supporting documents are uploaded into the A/P system by back office business services provider as back-up for each check.

6. All payment requests are researched in the A/P system by vendor and by invoice number to prevent double payments.

7. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies. 8. Bank statements are reconciled soon after receipt by either the back offices business services provider and reviewed by the Chief Business Officer.

8. All checks are printed by our back office

PETTY CASH FUNDS

THIS ACCOUNT IS CLOSED

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

A. Internal Accounting Controls

(i) AIMS K-12 College Prep Charter District do not use Petty Cash Funds. All local emergency school expenditures are done via credit card transactions.

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the AIMS K-12 College Prep Charter District hire only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies Procedures New Employees

1. Requests for new employees are initiated by the Principal and compared with the approved annual personnel budget.

2. New employees complete an Application for Employment.

3. New employees complete all necessary paperwork for payroll.

4. Employee is fingerprinted. Fingerprint clearance must be received by the AIMS before any employee may start work.

Vacation and Sick Pay

1. Employees accrue vacation time based on personnel policy of the AIMS Schools.

2. Employee is required to provide advanced notice to supervisors for a vacation request.

3. Regular part-time employees do not earn vacation time on a pro-rated bases based on personnel policy of the AIMS K-12 College Prep Charter District.

4. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Principal.

5. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Principal.

6. AIMS sick time is unpaid at release of employment. Any unused sick leave can be credited to PERS retirement system.

7. A General Journal entry is prepared at year-end to record the accrued vacation liability.

8. Unused vacation time is based on personnel policy of the Celerity Schools.

PERSONNEL DATA

TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper punching in and out utilizing a biometric clock to assure the accuracy of recorded time to cost objectives.

B. Punches

Labor hours are accurately recorded by the use of biometric clocks and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls

(i) Reconciliation of hours charged to attendance records.

Procedures

Time and Attendance

1. Hourly and salary employees' clock in and out using biometric time clocks daily. Hourly employees submit paper timesheets that are reconciled at each pay period with the time clock records.

Approval and Collection of Time and Attendance

1. Each employee's punches are reviewed daily by School Heads and exceptions are reported to HR.

2. Authorized time clock punches are processed by the back office business services provider for payment.

Reconciliation of Payroll to Punches

1. Hours shown on time and attendance system are reconciled to the hours recorded on the Payroll Register by the Payroll department for each payroll period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls

(i) Time records are periodically reconciled with payroll records.

Procedures

1. Employee time sheets are approved by School Heads. All deviations from pre-programmed parameters are approved by HR.

2. The total time recorded on time and attendance system and the number of employees is calculated by the payroll system and reviewed by HR and the back-office business services provider.

3. Recorded hours from the time clock punches are communicated to the Payroll Service electronically.

4. The payroll documents received from payroll software (e.g., calculations, payrolls and payroll summaries) are compared with employee punches, pay rates, payroll deductions, compensated absences etc. by the HR department and the back-office business services provider.

5. The back-office business services provider verifies gross pay and payroll deductions.

6. The total hours and number of employees are compared with the totals in the Payroll Register by the back-office business services provider.

7. The Payroll Register is reviewed and approved by AIMS appropriate personnel.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

Procedures

1. The web-based payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.

2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back-office business services provider.

3. The back-office business services provider reviews the accuracy and timeliness of

payments made to third parties for payroll withholdings.

4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back-office business services provider.

1300 DEPRECIATION

Procedures

1. AIMS K-12 College Prep Charter District capitalize all fixed assets when acquired and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GASB 34 depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The AIMS will use the straight-line method of depreciation over the assets useful life as determined as follow:

Computers 3 years, Office Equipment 5 years, Vehicles 5 years, Office Furniture 7 years, Leasehold Improvements, Life of lease or 5 years, whichever is greater, Building Improvements 20 years, and Building 30 years.

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure the AIMS K-12 College Prep Charter District pays for only authorized business expenses.

Major Controls

A. Travel Policies

AIMS K-12 College Prep Charter District has adopted policies on travel reimbursement.

B. Business Expense Reimbursement

In extremely rare circumstances, and with prior approval and/or a purchase order as may be required by the schools' purchasing policies and procedures, AIMS employees may purchase school supplies or services and seek reimbursement from AIMS. Reimbursements shall be made only for actual and necessary business expenses. Reimbursements shall not be used as an alternative to the purchase requisition system; all purchases for which employees seek reimbursement shall comply with the schools' purchasing policies and procedures.

No purchases of any school supplies or services shall be made without prior approval and/or a purchase order, as may be required by the schools' purchasing policies and procedures. In the event an employee seeks reimbursement for a purchase made without following these procedures, the school may refuse the services and deny payment or return the supplies to the vendor and deny payment, and the purchasing party may be held personally financially liable for payment of the supplies or services.

Reimbursement requests shall contain a receipt, invoice and/or record of sale, and all other relevant documentation, such as prior approval and/or a purchase order, as may be required by the schools' purchasing policies and procedures. Reimbursement requests shall be submitted via the purchase requisition system.

Purchases of the following items are not eligible for reimbursement by AIMS K-12 College Prep Charter District. Any purchases of such items, if appropriate, shall be made through the schools' purchase requisition system.

o Deposits or advances for services that have not been rendered;

o Donations or sponsorships;

o Flowers, gifts or gift cards;

o Personal cell phone purchases or monthly plans (these are handled by purchase orders, with minor accessory items allowed)

o Alcoholic beverages; and

o Individual items costing more than $2,000, excluding travel.

C. Internal Accounting Controls

(i) Justification for travel approved by Superintendent.

(ii) Documentation for incurred employee expenses.

(iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a Travel Report detailing the expenses incurred, attaching originals of supporting documentation.

2. All credit card purchases are supported by invoices in order to be reimbursed.

2. The employee's Travel Report and credit card purchases invoices are reviewed and approved by their management.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The Chief Business Officer works with the back-office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the AIMS' community. The budgets and projection are submitted to the Board of Trustees for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the back-office business services provider prepares a preliminary budgets and projection for review by the Chief Business Officer in consultation with the AIMS' staff.

2. To support budgets and projection estimates, the back-office business services provider prepares current year-to-date financial data with projections of year-end totals.

3. The back-office business services provider and the Chief Business Officer review the budgets and projection submitted for completeness and reasonableness.

4. The Board of Trustees approves and adopts the final budgets and projection.

5. The adopted budgets totals are entered in the General Ledger by the back-office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision- making.

Major Controls

A. Schedule

Monthly managerial reports are prepared based on a schedule.

B. Review and Approval Financial reports are reviewed for accuracy and completeness.

C. Audit

The annual financial statements of the AIMS' are audited by a certified public accounting firm.

Procedures

1. The back-office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.

2. AIMS K-12 College Prep Charter District submit to an audit of their financial statements by a qualified certified public accounting firm, in accordance with Governmental Auditing Standards

3. AIMS K-12 College Prep Charter District shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

1. AIMS K-12 College Prep Charter District maintains a schedule of required filing due dates for:

(i) IRS Form W-2 - Wage and Tax Statement.

(ii) IRS Form W-3 - Transmittal of Income and Tax Statements.

(iii) IRS Form 940 - Employer's Federal Unemployment (FUTA) Tax Return.

(iv) IRS Form 941 - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.

(v) IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) - U.S. Annual Information Return for Recipients of Miscellaneous Income.

(i) Quarterly and annual state(s) unemployment tax return(s).

2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back-office business services provider for accuracy and completeness.

Coversheet

Approved Vendor List FY24-25

Section: V. Action Items
Item: AY. Approved Vendor List FY24-25
Purpose: Vote
Submitted by:
Related Material: Cover sheet Approved Vendor List 2024_2025.pdf
2024-2025_Pre-Approved_Vendor_List.pptx

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

Submitter Information

Full Name: Katema Ballentine
Position/Title: CBO
Department: Business Operations
Date of Submission (MM/DD/YYYY): 08/22/2024

Item Details

Title of Item: Approved Vendor List 2024-2025
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:

2024-2025 Pre-Approved Vendor List

AIMS K-12 COLLEGE PREP DISTRICT

- AIMS K-12 College Prep Middle School
- AMERICAN INDIAN PUBLIC CHARTER II (AIPCS II)
- AIMS K-12 College Prep High School

BOARD POLICY: 702 CHECK ISSUANCE

- Checks written for $8,000 and above require board approval, except for the following Vendors: Pre approved Operation Vendors such as, PG&E (Electricity and Gas), AT&T (Office Telecommunications), EBMUD (Water Utilities), Waste Management, Mortgage and/or Rent payments. (These contracts are approved as Pre-Approved Vendors at the first board meeting of the fiscal year. Vendors may be amended depending on Services)
- A list of Pre-Vendors will be submitted to the Board of Trustees (Semi-Annually) for pre-approval to allow for invoice and remittance workflow.
- All other Vendors (not on the Pre-Approved Vendor List) must be submitted to the Board of Trustees for approval. Any vendor receiving payments from AIMS K12 College Prep District totaling over the amount of 8,000 within the fiscal year must be approved PRIOR to rendering services.

AREA	VENDOR	Address	SERVICE TYPE
Operations	Acme Fire Extinguisher Co.	1305 Fruitvale Ave.Oakland, CA 94601	Fire Extinguisher
Insurance	Aflac	1932 Wynnton Road, Columbus, Georgia 31999	Health & Welfare
Infrastructure	Alameda County Property Tax	1221 Oak Street Oakland CA 94607	Operations
Business Ops	AMAZON	PO Box 035184 Seattle, WA 98124-5184	Supplies
Technology	APPLE Inc:	P.O. Box 846095 Dallas TX 75284	Technology
Insurance	AM Trust North America	PO BOX 6939 Cleveland OH 44101	Insurance
Infrastructure	AT&T	PO BOX 5025 Carol Stream IL 60197	Communication
Infrastructure	AT&T Wireless	PO BOX 5025 Carol Stream IL 60197	Communication
Security	ADT Security	PO BOX 371878 Pittsburgh PA 15250	Secuirty Systens
Operations	A-1 Self Storage	301 High Street Oakland, CA - 94601 (USA)	File Storage
Board	Board on Track	5105 200th St SW Suite 200 Lynnwood, WA 98036	Board Tracking
Human Capital	California State Disbursement Unit	P.O. Box 989067, West Sacramento, CA 95798	Garnishments/CH Supp
Benefits	CALPERS:	400 Q St, Sacramento, CA 95811	Retirement
Facilities Supplies	Central Sanitary Supply	416 N. 9th Street,Modesto, CA 95350	Operations
Infrastructure	CharterCrafted Campus LLC		Housing
Infrastructure	Charter Schools Association	1107 9th St #200, Sacramento, CA 95814	Dues & Memberships
Infrastructure	Charter School Management Corp	43460 Ridge Park Drive Suite 100 Temecula, CA 92590	Back office support
Professional Dev.	Charter School Development Center	817 14th Street, Suite 300 Sacramento, CA 95814	Professional Development
Benefits	Charter Benefits	350 Railroad Canyon Rd, Lake Elsinore, CA 92532	Employee Benefits
Operations	Clark Pest Control	PO Box 6015 Whittier, CA 90607-6015	Routine Repair/Maint
Technology	Clive Isip	14 San Miguel Way San Mateo, CA 94403	Technology Services
Nutrition	CLM Group, Inc/ Mealtime	1330 Arnold Dr, Martinez, CA 94553	Lunch Program
Infrastructure	Comcast	PO Box 37601 Philadelphia, PA 19101-0601	Communication/Internet
Infrastructure	Comcast Business 939756933	PO Box 37601 Philadelphia, PA 19101-0601	Communication/Internet
Nutrition	County Resturant Supply	711 Old County Rd. San Carlos, CA 94070	Food Services

AREA	VENDOR	Address	SERVICE TYPE
Technology	Dell Marketing	One Dell Way Round Rock, TX 78682	Technology
Infrastructure	East West Bank-Mortgage	900 Webster Street Oakland, CA 94607	Housing
Infrastructure	EBMUD	P.O. Box 51191 Los Angeles, CA 90051-5491	Housing
Operations	Elan Corporate-Credit Cards	9321 Olive Blvd, Saint Louis, MO 63179	Credit Card
SPED	El Dorado Selpa	4355 Golden Center Dr b, Placerville, CA 95667	SEPLA
Insurance	EPIC Ins Broker	1390 Willow Pass Road, Ste 800, Concord, CA 94520	Insurance
Operations	Fire & Security Alarm Company	1552 Beach St. Suite S Emeryville CA 94608	Alarm Services
Business	Franchise Tax Board	PO BOX 942857 Sacramento CA 94257	Operations
Insurance	Great American Insurance Co.	950 Tower Ln UNIT 340, Foster City, CA 94404	Property/Liability
Insurance	Indian Harbor Insurance Company		D&O
Human Capital	Kaiser Permanente	P.O. Box 629028 EL Dorado Hills, CA 95762-9028	Health & Welfare
Nutrition	Meal-Time	1422 Ocean Ave, San Francisco, CA 94112	Back office Support - Food Srv
HR Legal	Mineral HR	100 SW Market St. Second Floor Portland, OR 97201	HR Mandated Testing
Copiers	MRC	P.O. Box 843760 Los Angeles, CA 90084-3760	Copier Leases
Operations	National Payment Center(Us Dept of Ed)	P.O. Box 790336. St. Louis, MO 63179-0336	Federal Finance Requests
Insurance	National Union Fire Insurance Company	7025 State Street, Huntington Park, CA	Insurance
Nutrition	Nob Hill Catering Inc	601 Taylor Way San Carlos, CA 94070	Lunch Program
Infrastructure	OUSD-Rent Lakeview only	1200 Industrial Rd STE 9, San Carlos, CA 94070	Housing
Operations	Paramount Elevator	333 Market St Oakland, CA 94607	Routine Repair/Maint
HR/Payroll	Paycom	1 Sansome St #2900, San Francisco, CA 94104	HR/PAYROLL intergrated sys
Infrastructure	PG & E	PO BOX 997300 Sacramento CA 95899	Electricity and Gas

AREA	VENDOR	Address	SERVICE TYPE
Human Capital	Regional Employee Benefits Council	350 Railroad Canyon Rd. Suite E Lake Elsinore, CA 92532	Health & Welfare
Nutrition	Revolution Foods (Meal Time)	2400 Grant Ave, San Lorenzo, CA 94580	Food Services
Telecommunicatior	Ring Central	P.O. Box 734232 Dallas, TX 75373-4232	Utilities
Nutrition	School Food Solutions	8550 United Plaza Blvd Ste 601 Baton Rouge, LA 70809	Back office Support - Food Srv
School Operations	Staples Advantage	P.o. Box 95230 Chicago, IL 60694	School Supplies
Government	State Compensation Fund	PO BOX 51092 Los Angeles CA 90051	Insurance
Government	State Board of Equalizations	PO BOX 942879 Sacramento CA 94279	State Taxes
Insurance	State National Insurance Company	1900 L.Don Donson Drive, Bedford, TX 76021	Insurance
Substitute Services	Swing Education	548 Market St, Ste 88403 San Francisco, CA 94104-5401	Substitue Services
TAX rebate	Synergi	160 Alamo Plaza, Alamo, CA 94507	Finance
Operations	US Bank Equipmnt Finance	PO BOX 202882 Dallas TX 75320	Copier Leases
Insurance	UNUM LIFE INSURANCE COMPANY OF AMERICA	PO BOX 406990 ATLANTA, GA 30384-6990	Health & Welfare
Operations	Verizon Wireless (Manual Checks)	PO BOX 660108 Dallas TX 75266	Communication
Operations	Verizon Wireless (Auto Deductions)	PO BOX 660108 Dallas TX 75266	Communication
Insurance	VSP Vision Insurance	PO BOX 45210 San Francisco CA 94145	Health & Welfare
Audit	Eide Bailey (Formerly VTD)	10681 Foothill Blvd., Ste. 300 Rancho Cucamonga, CA 9173	Audit Services
Infrastructure	Waste Management	PO BOX 541065 Los Angeles CA 90054	Routine Repair/Maint
School Operations	Xerox Corporation	PO BOX 101235 Pasadena CA 91189	Copier Leases
School Operations	Xerox Financial Services	PO BOX 202882 Dallas TX 75320	Copier Leases
Legal	Young, Minney & Corr, LLP	655 University Avenue, Suite 150 Sacramento, CA 95825	Legal Services

All other Vendors

(not on the Pre-Approved Vendor List) Must be submitted to the Board of Trustees for approval. Any vendor receiving payments from AIMS K12 College Prep District totaling over the amount of 8,000 within the fiscal year must be approved PRIOR to rendering services.

BOARD POLICY: 702 CHECK ISSUANCE

Board Approved June 2024

(does not reflect Vendors presented at August 27th Board Meeting)

AREA	VENDOR	SERVICE TYPE
School Support	AMAZON	Supplies
School Support	Air Reading	Academics
School Support	American Red Cross	Health Services
School Support	Amplify	Academics
School Support	APPLE Inc:	Technology
School Support	ASCEND Rehabilitation Services	SPED Eval
School Support	Asset Sonar	Academics
School Support	Avela Software	Academics
School Support	Bay Area Community Resoruce (BACR)	Afterschool
School Support	Dell Technology	Technology
School Support	EC Empowered ED	Academics
School Support	Families in Action for Quality Ed	Academics
School Support	Go Guardian	Academics
School Support	Illumnate Education Inc	Student Data Assesment
School Support	International Academy of Science	Education
School Support	McGraw Hill LLC	School Support
School Support	NWEA	Academics
School Support	Oakland Enrolls	Enrollment
School Support	Powerschool Group LLC	Student Platform
School Support	Red Cross	Health Services
School Support	Respond EDU	Academics
School Support	Sacramento Office Of Education	Teacher Induction
School Support	Strobell	Academics
School Support	Unified Insights	Academics
School Support	Zen Desk	Technology

Vendors not included on the Pre-approved list, require Board approval for contracts over the $8,000 threshold between all 3 schools.

Board approval is required prior to issuance of payment from Business Operations Department.

Coversheet

ELOP Plan Budget and Updates

Section: V. Action Items
Item: AZ. ELOP Plan Budget and Updates
Purpose: Vote
Submitted by:
Related Material:
ELOP Executive Summary.pdf
2024-2025 ELOP Budget.xlsx - Proposed Staff Rates.pdf
ELOP Program Submission Cover Letter .pdf
24-25 ELOP (EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE).docx.pdf

Executive Summary

Objective and Approach:

The proposed plan AIMS to elevate student education and development at AIMS through a multifaceted approach that integrates academic support, cultural awareness, and practical skills. Key objectives include:

1. **Enhancing Academic Support and Enrichment:** By embedding cultural awareness and practical skills into the curriculum, we aim to offer a well-rounded educational experience.
2. **Fostering Social and Emotional Development:** Implement initiatives that support students' emotional growth and social skills to help them become well-rounded individuals.
3. **Providing Professional Development for Educators:** Equip educators with training and resources to effectively implement new initiatives.
4. **Engaging Parents and the Community:** Strengthen the support system for students through active involvement of parents and community members.
5. **Addressing Diverse Cultural and Linguistic Needs:** Recognize and celebrate the rich diversity of our student body, ensuring that all cultural and linguistic needs are met.
6. **Introducing Entrepreneurship and Financial Literacy Education:** Equip students with essential life skills and encourage innovative thinking.

Expanded Learning Opportunities Roles:

- **ELOP Director**: Oversee all aspects of the Expanded Learning Opportunities Program.
- **Intervention Tutor**: Provide targeted academic support to students.
- **ELOP Instructional Helper**: Assist in implementing program activities and supporting students.
- **ELOP Saturday Instructor**: Offer additional educational support during weekend sessions.

Program Initiatives:

- **American Civics Awareness (November):** Includes guest speakers, and workshops to deepen students' understanding of American government and civic responsibilities.
- **Middle Eastern Arab Culture Awareness (April):** Features cultural fairs, language classes, and guest lectures on Middle Eastern history and traditions.
- **Neurodivergent Learning Diversity Awareness (March):** Involves specialized staff training, sensory-friendly environments, and support groups for neurodivergent students.
- **African Continent Awareness (May):** Comprises cultural events and workshops highlighting the richness of African heritage.
- **Asian Culture Awareness (May):** Celebrates Asian Heritage Month with traditional performances, cooking classes, and educational seminars.

- **Indigenous Peoples Awareness (October):** Focuses on workshops and cultural projects to honor Indigenous history and contributions.
- **African American Culture Awareness (February):** Features Black culture celebrations and educational programs on African American history and societal impact.
- **Latinx American Culture Awareness (September/October):** Includes celebrations and educational programs during Hispanic Heritage Month to recognize Latinx contributions.
- **Social Justice Initiatives and Environmental Equity Awareness (April):** Encompasses sustainability projects, environmental education, community clean-up events, and workshops on social justice issues.
- **Entrepreneurship Workshops (January):** Programs designed to teach entrepreneurial skills and business concepts.
- **Financial Literacy Education (April):** Workshops focused on budgeting, saving, and basic financial management.

Field Trips:

- Field trips will be organized on a monthly basis, each aligning with the specific cultural or educational theme for that month.
- These trips are designed to complement the monthly theme by providing students with experiential learning opportunities that enhance their understanding of the topics being discussed.
- By aligning field trips with the monthly themes, we aim to offer students hands-on experiences that reinforce classroom learning, encourage engagement, and foster a deeper appreciation for diverse cultures, histories, and subjects.
- This approach not only enriches the curriculum but also ensures that students gain a well-rounded understanding of the various themes explored throughout the year.

Timeline:

The initiatives are strategically scheduled to align with cultural observances and relevant seasons:

- **November:** American Civics Awareness
- **April:** Middle Eastern Arab Culture Awareness, Social Justice Initiatives, Financial Literacy Education
- **March:** Neurodivergent Learning Diversity Awareness
- **May:** African Continent Awareness, Asian Culture Awareness
- **October:** Indigenous Peoples Awareness
- **February:** African American Culture Awareness
- **September/October:** Latinx American Culture Awareness
- **January:** Entrepreneurship Workshops

Program Operations:

- **Enrollment Target:** 450 students
- **Hours of Operation:**
  - **Before School:** Specific hours not detailed.
  - **After School:** 4 PM - 6 PM
  - **Non-School Days:** 8 AM - 5 PM (includes intersession and summer)
- **Sample Daily Schedules:**
  - **K-2nd Grade (School Day):** Snack (2:30-3:00 PM), Air Reading (3:00-3:45 PM), Enrichment/Tutoring (3:45-6:00 PM)
  - **3rd-5th Grade (School Day):** Snack (2:45-3:15 PM), Air Reading (3:15-4:00 PM), Enrichment/Tutoring (4:00-6:00 PM)
  - **6th-8th Grade (School Day):** Snack (3:30-4:00 PM), Air Reading (4:05-4:50 PM), Enrichment/Tutoring (4:50-6:00 PM)
  - **K-8th (Non-School Day):** Breakfast (8:00-8:30 AM), Morning Meeting (8:30-9:00 AM), Intervention (9:00-10:00 AM), Snack (10:00-10:15 AM), Club/Intervention (10:15 AM-12:00 PM), Lunch/Free Time (12:00-1:00 PM), Enrichment #1 (1:00-2:00 PM), Small Group Instruction (2:00-2:30 PM), Snack (2:30-3:00 PM), Enrichment #2 (3:00-4:30 PM), Dismissal (4:30-5:00 PM)

Program Components:

- **Educational and Enrichment Elements:** Integration with the school day program, provision of nutritious meals and snacks, and a detailed professional development plan.
- **Funding:** Projected budget of $1,030,532, with plans for expenditure and sustainability strategies.
- **Program Quality and Evaluation:** Adherence to quality standards, continuous improvement processes, and regular assessment of program effectiveness.
- **Support Services:** Strategies for supporting English learners, students with disabilities, and culturally diverse learners, including integration with Individualized Education Programs (IEPs).
- **Social-Emotional Learning (SEL) and Support:** Integration of SEL into program activities and strategies to support student well-being.
- **Physical Activity and Healthy Choices:** Daily physical activity plans and nutrition education to promote healthy eating.
- **Safety and Emergency Procedures:** Health and safety protocols, emergency response plans, and staff training on safety procedures.
- **Program Accessibility:** Transportation plans involve parents dropping off and picking up students, with strategies to ensure program access for all eligible students.

Conclusion:

This plan provides a holistic approach to education by integrating academic support, cultural awareness, and practical skills development. It aims to foster a positive and inclusive school environment while equipping students with the knowledge and skills they need for future success. Your approval of this plan will ensure a comprehensive and engaging educational experience for all students at AIMS.

	Hourly rate	UPCS #	Hours/Week Hours/Session	Weeks/ Sessions	Salary	Total Compensation including benefits for Director and Coordinator
ELOP Director		1			$118,577.51	$167,577
ELOP Coordinator		1			$70,000.00	96,045
ELOP Intervention Tutor (external)	$65	6	20 hours/week	37 weeks	$48,100	$288,600
ELOP Intervention Tutor (internal) - no benefits	$65	7	10 hours/week	37 weeks	$24,050	$168,350
ELOP Saturday Instructor	$65	13	9 hours per session	32 Days	$18,720	$243,360
ELOP Helper	$30	3	20 hours/per week	37 weeks	$22,200	$66,600
Total						**$1,030,532**

UPC	Object	Site #	Resource	Program	Employee	Position		FTE	Salary		Benefits	Benefits	Benefits	Benefits	Benefits	Benefits	Benefits	Benefits	Benefits	Total Benefits	Total Comp
ELOPC0001	2400	30	2600	305	Vacant	ELOP Program Coordinator	ELOP	0.93	$ 65,100.00	PERS	$ 19,390.00	$ 4,340.00	$ 1,015.00	$ -	$ 5,395.86	$ 558.00	$ 339.40			$ 31,038.26	$ 96,138.26
ELOPC0001	2400	20	2600	320	Vacant	ELOP Program Coordinator	ELOP	0.07	$ 4,900.00	PERS	$ 707.63	$ 158.39	$ 37.04	$ -	$ 0.05	$ 25.55	$ 25.55			$ 954.20	$ 5,854.20
ELOPD0001	2300	30	2600	305	Jimmie Brown	ELOP Program Director	ELOP	0.93	$ 110,277.08	PERS	$ 30,520.34	$ 6,831.27	$ 1,597.64	$ -	$ 5,395.86	$ 558.00	$ 1,101.82			$ 46,004.93	$ 156,186.68
ELOPD0001	2300	20	2600	320	Jimmie Brown	ELOP Program Director	ELOP	0.07	$ 8,300.43	PERS	$ 2,297.23	$ 514.18	$ 120.25	$ -	$ 0.05	$ 82.93	$ 82.93			$ 3,097.58	$ 11,390.83
ELOPIA0001	2100	30	2600	305	Vacant	ELOP Helper	ELOP	0.93	$ 20,646.00												$ 20,646.00
ELOPIA0001	2100	20	2600	320	Vacant	ELOP Helper	ELOP	0.07	$ 1,554.00												$ 1,554.00
ELOPIA0002	2100	30	2600	305	Vacant	ELOP Helper	ELOP	0.93	$ 20,646.00												$ 20,646.00
ELOPIA0002	2100	20	2600	320	Vacant	ELOP Helper	ELOP	0.07	$ 1,554.00												$ 1,554.00
ELOPIA0003	2100	30	2600	320	Vacant	ELOP Helper	ELOP	0.93	$ 20,646.00												$ 20,646.00
ELOPIA0003	2100	20	2600	320	Vacant	ELOP Helper	ELOP	0.07	$ 1,554.00												$ 1,554.00
ELOPSI0001	1105	30	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.93	$ 17,409.60												$ 17,409.60
ELOPSI0001	1105	20	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.07	$ 1,310.40												$ 1,310.40
ELOPSI0002	1105	30	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.93	$ 17,409.60												$ 17,409.60
ELOPSI0002	1105	20	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.07	$ 1,310.40												$ 1,310.40
ELOPSI0003	1105	30	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.93	$ 17,409.60												$ 17,409.60
ELOPSI0003	1105	20	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.07	$ 1,310.40												$ 1,310.40
ELOPSI0004	1105	30	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.93	$ 17,409.60												$ 17,409.60
ELOPSI0004	1105	20	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.07	$ 1,310.40												$ 1,310.40
ELOPSI0005	1105	30	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.93	$ 17,409.60												$ 17,409.60
ELOPSI0005	1105	20	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.07	$ 1,310.40												$ 1,310.40
ELOPSI0006	1105	30	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.93	$ 17,409.60												$ 17,409.60
ELOPSI0006	1105	20	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.07	$ 1,310.40												$ 1,310.40
ELOPSI0007	1105	30	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.93	$ 17,409.60												$ 17,409.60
ELOPSI0007	1105	20	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.07	$ 1,310.40												$ 1,310.40
ELOPSI0008	1105	30	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.93	$ 17,409.60												$ 17,409.60
ELOPSI0008	1105	20	2600	320	Vacant	ELOP Saturday Instructor	ELOP	0.07	$ 1,310.40												$ 1,310.40
ELOPSI0009	1105	30	2600	305	Vacant	ELOP Saturday Instructor	ELOP	1	$ 18,720.00												$ 18,720.00
ELOPSI0010	1105	30	2600	305	Vacant	ELOP Saturday Instructor	ELOP	1	$ 18,720.00												$ 18,720.00
ELOPSI0011	1105	30	2600	305	Vacant	ELOP Saturday Instructor	ELOP	1	$ 18,720.00												$ 18,720.00
ELOPSI0012	1105	30	2600	305	Vacant	ELOP Saturday Instructor	ELOP	1	$ 18,720.00												$ 18,720.00
ELOPSI0013	1105	30	2600	305	Vacant	ELOP Saturday Instructor	ELOP	1	$ 18,720.00												$ 18,720.00
ELOPT0001	1105	30	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.93	$ 22,366.50												$ 22,366.50
ELOPT0001	1105	20	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.07	$ 1,683.50												$ 1,683.50
ELOPT0002	1105	30	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.93	$ 22,366.50												$ 22,366.50
ELOPT0002	1105	20	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.07	$ 1,683.50												$ 1,683.50
ELOPT0003	1105	30	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.93	$ 22,366.50												$ 22,366.50
ELOPT0003	1105	20	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.07	$ 1,683.50												$ 1,683.50
ELOPT0004	1105	30	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.93	$ 22,366.50												$ 22,366.50
ELOPT0004	1105	20	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.07	$ 1,683.50												$ 1,683.50
ELOPT0005	1105	30	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.93	$ 22,366.50												$ 22,366.50
ELOPT0005	1105	20	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.07	$ 1,683.50												$ 1,683.50
ELOPT0006	1105	30	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.93	$ 22,366.50												$ 22,366.50
ELOPT0006	1105	20	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.07	$ 1,683.50												$ 1,683.50
ELOPT0007	1105	30	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.93	$ 22,366.50												$ 22,366.50
ELOPT0007	1105	20	2600	320	Vacant	ELOP Intervention Tutor (Internal)	ELOP	0.07	$ 1,683.50												$ 1,683.50
ELOPT0008	2105	30	2600	320	Vacant	ELOP Intervention Tutor	ELOP	0.93	$ 44,733.00												$ 44,733.00
ELOPT0008	2105	20	2600	320	Vacant	ELOP Intervention Tutor	ELOP	0.07	$ 3,367.00												$ 3,367.00
ELOPT0009	2105	30	2600	305	Vacant	ELOP Intervention Tutor	ELOP	1	$ 48,100.00												$ 48,100.00
ELOPT0010	2105	30	2600	305	Vacant	ELOP Intervention Tutor	ELOP	1	$ 48,100.00												$ 48,100.00
ELOPT0011	2105	30	2600	305	Vacant	ELOP Intervention Tutor	ELOP	1	$ 48,100.00												$ 48,100.00
ELOPT0012	2105	30	2600	305	Vacant	ELOP Intervention Tutor	ELOP	1	$ 48,100.00												$ 48,100.00
ELOPT0013	2105	30	2600	305	Vacant	ELOP Intervention Tutor	ELOP	1	$ 48,100.00												$ 48,100.00

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

Submitter Information

Full Name: Jimmie Brown
Position/Title: Director of ELOP
Department: ELOP

Item Details

Title of Item: ELOP Plan and Budget
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☑ 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 and Board 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):

Financial Information (if applicable):

Total Cost: $ 1,030,532
Is this expenditure included in the annual budget?
☑ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☑ Other: ELOP

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Expanded Learning Division

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

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

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

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: AIMS

Contact Name: Jimmie Brown

Contact Email: jimmie.brown@aimsk12.org

Contact Phone: 510-893-8701

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

1. AIMS College Prep Middle School
2. AIPCS II
3.
4.
5.
6.
7.
8.

Purpose

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

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

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

Instructions

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

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

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

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

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1—Safe and Supportive Environment

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

The Expanded Learning Opportunities Program (ELOP) will provide a secure and supportive learning environment that meets the social-emotional and physical needs of participating students.

To maintain safety and accountability, staff will take attendance daily and require parents to adhere to established sign-in and sign-out procedures. All staff members will be trained in safety protocols and hold first aid certification. ELOP safety procedures will align with those used during the regular school day, and monthly safety drills will be conducted to ensure staff and students are prepared for emergencies.

Additionally, all students and staff will wear identification badges at all times for easy identification, and staff members will have assigned students to guarantee consistent supervision.

2—Active and Engaged Learning

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

1. **Academic Support and Enrichment:** By introducing American Civics Awareness and African Continent Awareness initiatives, students will engage in activities like field trips, workshops, and guest lectures that enrich their understanding of historical and cultural contexts beyond the classroom curriculum. These experiences will deepen their knowledge and critical thinking skills in a hands-on and interactive manner.
2. **Social and Emotional Development:** Initiatives such as Neurodivergent Learning Diversity Awareness and Social Justice Initiatives will provide students with opportunities to explore diverse perspectives and understand their own and others' emotional experiences. Activities like support groups and workshops on social justice issues foster empathy, self-awareness, and social responsibility, contributing to students' emotional growth.
3. **Engagement of Parents and the Community:** Programs like Middle Eastern Arab Culture Awareness and Indigenous Peoples Awareness will actively involve parents and community members through cultural fairs, language classes, and partnerships. This engagement strengthens the connection between school and community, promoting a sense of belonging and shared responsibility.
4. **Diverse Cultural and Linguistic Needs:** The program will celebrate and educate students on a wide range of cultural backgrounds through initiatives like Latinx American Culture Awareness and Asian Culture Awareness. By offering culturally responsive activities,

Expanded Learning Opportunities Program Plan Guide

students will gain a deeper appreciation for diversity, which aligns with the school's commitment to inclusivity and respect for all cultures.

5. **Entrepreneurship and Financial Literacy:** The introduction of Entrepreneurship Workshops and Financial Literacy Education provides students with practical skills that are essential for their future success. These programs teach students about entrepreneurship, financial management, and real-world problem-solving, preparing them for life beyond school.

Overall, the ELOP plan is strategically designed to provide a holistic learning experience that enhances students' academic, social, and emotional development, while also fostering a strong sense of cultural awareness and community involvement. This approach supports and supplements the instructional day, ensuring that students are engaged, empowered, and equipped with the skills and knowledge necessary for their future success.

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3—Skill Building

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

The Expanded Learning Opportunities Program (ELOP) will offer a range of activities and initiatives specifically designed to help students build essential skills for academic success, personal growth, and future readiness. Here's how the program will facilitate skill building:

1. **Critical Thinking and Problem-Solving:** Initiatives such as **American Civics Awareness** and **Social Justice Initiatives and Environmental Equity Awareness** will engage students in discussions, workshops, and projects that require them to analyze information, consider multiple perspectives, and develop informed opinions. Activities like debates on civic responsibilities and student-led advocacy projects will foster critical thinking and problem-solving skills.
2. **Communication and Collaboration:** The program will provide numerous opportunities for students to practice and enhance their communication and collaboration skills. For instance, **cultural fairs and language classes** under the **Middle Eastern Arab Culture Awareness** initiative will encourage students to work together to plan events and communicate effectively with peers, teachers, and community members. These activities also emphasize public speaking and presentation skills through participation in performances and exhibitions.
3. **Cultural Competence and Empathy:** By participating in activities such as the **African American Culture Awareness** and **Indigenous Peoples Awareness** programs, students will develop cultural competence and empathy. These initiatives will include guest speakers, interactive workshops, and cultural events that expose students to diverse histories, traditions, and viewpoints, fostering understanding and respect for different cultures.
4. **Entrepreneurial and Financial Skills:** The introduction of **Entrepreneurship Workshops** and **Financial Literacy Education** will provide students with practical skills related to business and financial management. These programs will include hands-on activities like creating business plans, budgeting exercises, and lessons on saving and investing. By learning these skills early, students will gain confidence in managing their finances and understanding economic concepts, which are crucial for personal and professional success.
5. **Adaptability and Resilience:** The **Neurodivergent Learning Diversity Awareness** initiative will focus on creating sensory-friendly environments and support groups, helping students understand and navigate different learning styles and needs. This approach encourages adaptability and resilience, as students learn to embrace challenges and adapt to various learning situations, promoting a growth mindset.
6. **Leadership and Responsibility:** Throughout the program, students will be encouraged to take on leadership roles, whether by organizing events, leading discussions, or mentoring peers. Activities within the **African Continent Awareness** and **Latinx American Culture Awareness** initiatives will include opportunities for students to lead cultural events and engage in community service projects, fostering a sense of responsibility and leadership.

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Overall, the ELOP is structured to provide a diverse array of activities that build critical life skills. By focusing on areas such as critical thinking, communication, cultural competence, entrepreneurship, adaptability, and leadership, the program prepares students to thrive both in school and in their future endeavors.

4—Youth Voice and Leadership

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

The Expanded Learning Opportunities Program (ELOP) will foster youth voice and leadership by empowering students through various initiatives and activities. Students will have opportunities to take charge of student-led projects, such as those under the Social Justice and Environmental Awareness initiatives, allowing them to develop leadership skills by advocating for issues that matter to them. Additionally, students will be involved in planning and executing cultural awareness events, such as African American Culture Awareness and Asian Culture Awareness, which will help build their organizational and leadership capabilities. To further support youth voice, ELOP will establish Student Advisory Councils, giving students a platform to share their ideas and collaborate with educators. Leadership workshops will be offered to enhance skills such as public speaking, team building, and entrepreneurial thinking. Mentorship opportunities will also be provided, enabling older or more experienced students to mentor their peers, promoting a collaborative environment. By recognizing and celebrating student leaders through awards and public acknowledgment, ELOP aims to inspire all students to take on leadership roles and prepare them to be confident and engaged citizens.

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5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The Expanded Learning Opportunities Program (ELOP) will promote healthy choices and behaviors by adhering to the AIMS College Prep School District's wellness plan and implementing practices that encourage students' overall well-being. The program will include nutrition and fitness activities. To help students manage stress and improve their mental well-being. During ELOP hours, students will be served nutritious meals and snacks that meet the district's dietary guidelines, ensuring they have access to healthy food options that support their physical and cognitive development.

6—Diversity, Access, and Equity

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

The Expanded Learning Opportunities Program (ELOP) is designed to embrace cultural and linguistic diversity, providing opportunities for all students to experience inclusivity, access, and equity. By incorporating initiatives such as American Civics Awareness, Middle Eastern Arab Culture Awareness, African Continent Awareness, Asian Culture Awareness, Indigenous Peoples Awareness, African American Culture Awareness, and Latinx American Culture Awareness, the program will celebrate various cultures through educational workshops, cultural fairs, guest lectures, and heritage celebrations. These initiatives aim to foster cultural appreciation, understanding, and respect among students from diverse backgrounds. Additionally, the program will address the needs of neurodivergent students and those with disabilities by providing specialized training for staff, creating sensory-friendly environments, and offering support groups. By ensuring accessible facilities, individualized support, and appropriate accommodations, ELOP will ensure that all students, including those with disabilities, can fully participate in and benefit from the program.

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7—Quality Staff

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

The ELOP will ensure students engage with quality staff who meet high standards similar to AIMS College Prep lead teachers, instructional aides, and clerical staff. Staff will be required to have some college education, completed Mandated Reporter Training, CPR and First Aid Certification, and pass health screenings and fingerprint clearance. ELOP staff will bring experience in working with and supervising students, along with a strong understanding of child development principles and behavior management strategies. Effective communication skills with both children and families are essential, as well as the ability to work collaboratively with Program Directors, site administrators, and other ELOP staff. To maintain and enhance their skills, staff will have opportunities to participate in ongoing training and professional development provided by various vendors and providers.

8—Clear Vision, Mission, and Purpose

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

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

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

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

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9—Collaborative Partnerships

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

Collaborative partnerships will be valuable for the school programs as they can provide additional resources, expertise, and support to enhance the program's offerings. Collaboration with teachers, staff and site administrators to align program goals, share resources, and coordinate academic support. This partnership will help ensure continuity in learning and reinforce the concepts covered during the regular school day.

Partnerships with local community organizations such as libraries, museums, art centers, sports clubs, or non-profit organizations will be established. These partnerships will provide access to specialized resources, expertise, and facilities that enhance the program's curriculum and offer unique learning opportunities. Partnerships with local businesses and corporations will provide resources or expertise. They will offer opportunities for career exploration, mentorship, or exposure to workplace skills and environments. All partnerships will align with the goals and needs of the after school program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Data from various sources will be used to evaluate the program's strengths and areas for improvement, ensuring continuous enhancement of design, outcomes, and impact. The Continuous Quality Improvement (CQI) process will integrate feedback from staff, parents, program participants, teachers, and partners. This feedback will be instrumental in shaping program goals and refining its design.

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

The ELOP budget is designed to support the comprehensive operation of the program by covering essential expenditures:

1. **Program Director**: The Director will manage all aspects of the program, including planning, staff management, curriculum development, budgeting, community engagement, safety, evaluation, and promotion. This role is vital for ensuring a positive and enriching environment for participants.
2. **Supplies and Materials**: The budget will cover materials for social-emotional learning (SEL), academic enrichment, STEM, arts, and physical activities. It also includes office supplies, printer cartridges, and storage equipment to keep instructional materials organized and in good condition.
3. **Curriculum**: The curriculum will focus on SEL, emotional regulation, self-awareness, and character development. Students will engage in activities that promote mindfulness, emotional expression, and positive relationships. Additionally, it will include communication, empathy, and conflict resolution skills with practical applications in real-life scenarios.
4. **Snacks**: Students will receive a nutritious snack on school days and a healthy breakfast, lunch, and snacks on non-school days from local food service vendors.
5. **Field Trips**: Educational field trips will offer hands-on learning experiences and exposure to new environments aligned with the program's objectives. They will be carefully planned and supervised to enhance enrichment and engagement.
6. **Uniforms**: T-shirts will be provided to create a sense of unity and identity among participants, aiding in easy identification and ensuring student safety.
7. **Student Incentives**: Incentives will be used to motivate and reward students, promoting positive behavior and engagement. They will be tailored to student interests and ages, fostering a supportive environment where students feel recognized and motivated.
8. **Community Engagement Events**: These events will involve the local community and provide opportunities for students to participate in planning and organization. This involvement will help develop leadership skills, enhance community connection, and enrich the overall program experience.

This management plan ensures that all components of the ELOP are effectively supported and aligned with the program's goals, providing a well-rounded and impactful experience for students.

General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move

towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

I apologize for the misunderstanding. I'll revise the response to reflect that these are parallel, collaborative programs rather than a single comprehensive program. Here's the corrected, concise version:

ASES, 21st CCLC Elementary/Middle School, and ELOP are parallel, collaborative programs. ASES funds our partner program through Bay Area Community Resources (BACR), while the ELOP program partners with BACR to provide parallel programming. This structure fosters collaboration between the two programs.

The collaboration between these parallel programs allows for shared resources and expertise, coordinated schedules, and aligned goals and objectives. It maximizes student participation, creating more robust and diverse offerings for our students.

ELOP funding complements the ASES-funded BACR program by extending program hours, increasing capacity, improving program quality, and providing specialized services. This parallel and collaborative approach ensures efficient utilization of all funding sources, resulting in an enriched and expanded learning experience that meets diverse student needs while maintaining the integrity of each program.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

AIMS has no transitional kindergarten students to meet the 10-to-1 pupil-to-staff ratio for kindergarten; the following plan will be implemented:

Staff Recruitment and Preparation

- **Recruitment**: Hire staff with early childhood education qualifications through specialized channels and partnerships with local universities.
- **Training**: Provide targeted training on early childhood development, interactive learning, and classroom management. Offer ongoing professional development and mentorship.

Maintaining Pupil-to-Staff Ratio

- **Staffing Plan**: Recruit sufficient staff to meet the ratio and use additional aides during peak times.
- **Scheduling**: Develop structured schedules to ensure the ratio is maintained throughout the day, incorporating small group and individual activities.

Developmentally-Informed Curriculum

- **Curriculum Design**: Implement play-based learning with sensory activities and focus on social-emotional skills.
- **Program Features**: Use small group instruction, create a safe and engaging environment, and involve parents through updates and workshops.

This approach ensures compliance with the ratio requirements while providing developmentally appropriate education for young children.

Sample Program Schedule

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

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intersession day.

Sample K-2nd Grade Schedule (School Day)
2:30-3:00pm Snack
3:00-3:45:pm Air Reading
3:45-6pm Enrichment/Tutor

Sample 3rd -5th Grade Schedule
2:45-3:15pm Snack
3:15-4pm Air Reading
4-6pm Enrichment/Tutor

Sample 6th-8th Schedule
School Day
3:30-4:00pm Snack
4:05-4:50pm Air Reading
4:50pm-6pm Enrichment/Tutor

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

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

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

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

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

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

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

> For at least 30 nonschool days, during intersession periods, there will be no less than nine hours of in-person expanded learning opportunities per day.

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

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

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

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

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

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

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

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

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

> [LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
>
> [LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

***EC* Section 8482.6:**

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

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

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

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 8482.3(c)(1)(A–B):**

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

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

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Coversheet

Transformational Resolution Group Contract & Scope of Work

Section: V. Action Items
Item: BA. Transformational Resolution Group Contract & Scope of Work
Purpose: Vote
Submitted by:
Related Material:
Cver Lttr Transformational Resolution Group Contract & Scope of Work.pdf
Transformational Resolution Group Contract & Scope of Work.pdf

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

Submitter Information

Full Name: Maya Woods-Cadiz
Position/Title: Superintendent
Department: Office of the Superintendent

Item Details

Title of Item: Transformational Resolution Group Contract & Scope of Work
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☑ 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: $ $20,540
Is this expenditure included in the annual budget?
☐ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☐ Other:

PRICING FOR SCOPE OF WORK

2024 – 2025 1:1 and Small Group Coaching for Central Office (Non-Site) Directors and Site Directors

Prepared by: Dr. Tanja S. Thompson

Conflict Resolution Management Practitioner

CEO, Transformational Resolution Group (TRGp)

2024 – 2025 1:1 and Small Group Coaching for Central Office (Non-Site) Directors and Site Directors

Date: July 15, 2024

To: Superintendent Maya Woods-Cardiz
AIM School District
Oakland, CA

From: Dr. Tanja S. Thompson, CEO, Transformation Resolution Group (TRGp)

Subject: Pricing 2024-2025 1:1 Coaching and Small Group Coaching for Central Office (Non-Site) Directors and Site Directors

Scope of Work for Coach Tanja Thompson

Leadership Retreat Objective

The primary objective is for Tanja Thompson to get to know the leaders within the organization, set up in-person coaching primarily with the Ombudsman, and provide in-person small group coaching for site and central office (non-site) directors. This scope of work will outline the activities, expected outcomes, and timelines for the year.

Activities

1. Initial Engagement and Relationship Building

- **Meet and Greet Sessions:** Schedule and conduct initial meetings with key leaders to understand their roles, challenges, and goals.
- **Establish Coaching Relationships:** Focus on building a strong coaching relationship with the Ombudsman and other leaders to set the stage for successful coaching engagements.

2. Ongoing Virtual Coaching with Eric

- **One-on-One Coaching Sessions:** Set up periodic virtual coaching sessions with Director Haar.
- **Goal Setting:** Collaborate with Eric to set specific, measurable, achievable, relevant, and time-bound goals.
- **Progress Reviews:** Establish regular reviews of goal progress and adjust the coaching plan as necessary.

3. Small Group Coaching for Central Office (Non-Site) Directors & Site Directors

- **Group Coaching Sessions:** Organize virtual coaching for small groups of non-site directors.
- Address specific leadership and management challenges faced by non-site directors
- **Monthly Group Coaching:** Establish monthly virtual coaching sessions with each group, focusing on relevant leadership and management topics.
- **Peer Support:** Encourage peer support and collaboration within the groups to foster a sense of community and shared learning.

4. Ongoing Support and Evaluation

- **Resource Sharing:** Provide relevant materials, resources, and tools to support leaders' development.
- **Feedback Mechanism:** Establish a system for regular feedback from participants to ensure the coaching program meets their needs.

Timeline

- **Retreat:** Initial engagement and relationship building, establishment of coaching schedule.
- **24-25 School Year:** Continuation of coaching sessions, ongoing support, and progress reviews.

By following this scope of work, Coach Tanja Thompson will effectively support the development of leaders within the organization, driving toward enhanced leadership capabilities and stronger team cohesion.

Transformational Resolution Group (TRGp) Pricing

2024 – 2025 School Term

Executive Group Coaching (Non-Site and On-Site Directors)
You've got the raw talent in your organization. Your challenge is to develop, engage and prepare the women and men in your team for the leadership positions you need them to fill. Your employees are experts and strong contributors and would be able to contribute even more to the team with stronger people skills, conflict resolution, conflict management, mindfulness, effective listening, soft skills, emotional intelligence, and the ability to manage change, receive feedback, and lead with confidence.
Central Office (Non-Site) Directors (max participants 7)

Service Options

✓ **Option 1:** A 12-month group coaching program with 12 75-minute sessions
2,220.00pp x7 = 15,540.00

Option 2: A 10-month group coaching program with 10–75-minute sessions

1,850.00pp x7 = 12,950.00

Option 3: An 8-month group coaching program with 8–75-minute sessions
1,480.00pp x7 = 10,360

Site Directors (max participants 12)

Service Options

☒ **Option 1:** A 12-month group coaching program with 12 75-minute sessions
2,040pp x 12 = 24,480

☒ **Option 2**: A 10-month group coaching program with 10–75-minute sessions
1,700pp x 12 = 20,400

☒ **Option 3**: An 8-month group coaching program with 8–75-minute sessions
1,360pp x 12 = $16,320

Executive 1:1 Coaching (Director Eric Haar)

This is business career coaching that brings immediate results. You'll feel empowered to act right away, and you'll be held accountable. In fact, your coach may have to slow you down, so you don't get too far out and fall off.

The 45-minute calls will be mixed with coaching, training, mentoring and consulting for support and accountability as determined.

Service Options

✓ **Option 1:** A 12-month coaching with 14 45-minute sessions: $5,000.00

Option 2: An 8-month coaching with 12 45-minute sessions: $4,285.00

Option 3: A 5-month coaching with 7 45-minute sessions: $2500.00

Payment Terms:

A deposit of 25% of the total estimated cost (TBD based on options) is required upon acceptance of this proposal. The remaining balance will be due upon with monthly installment.

Contingency Clause:

An additional fee may be negotiated in case of unforeseen expenses or changes in the scope of work.

Cancellation Policy:

Cancellations made less than seven days before the event will incur a cancellation fee of 25% of the total estimated cost.

Authorization and Approval:

Please confirm that the estimated costs fall within your authorized spending limit.

I look forward to the opportunity to contribute to the success of the 2024 AIMS Annual Leadership Training Retreat. Please feel free to contact me with any questions or for further clarification.

Sincerely,

Dr. Tanja S. Thompson, DHA
Conflict Resolution Practitioner and Coach
CEO, Transformational Resolution Group
Tanjathompson003@gmail.com
301-437-9491

Authorization and Acknowledgement

_____ _____
Superintendent Maya Woods-Cardiz Date

_____ _____
Dr. Tanja S. Thompson, TRGp Date

Coversheet

Proposal to Engage Seth Feldman, EdD, Esq. for Consultancy Services

Section: V. Action Items
Item: BB. Proposal to Engage Seth Feldman, EdD, Esq. for Consultancy Services
Purpose: Vote
Submitted by:
Related Material:
EXECUTIVE SUMMARY SETH FELDMAN ESQ SERVICE AGREEMENT (1).pdf
Consulting Agreement.docx
Consulting agreement cover letter.pdf

Maya Woods-Cadiz
Superintendent

AIMS K-12 College Prep Charter District
171 12th Street, Oakland, CA 94607

Email : maya.woods-cadiz@aimsk12.org
T : 510-893-8701

Executive Summary: Proposal to Engage Seth Feldman, EdD, Esq. for Consultancy Services

Date: September 4, 2024
To: Board of Directors, AIMS K12 College Prep Charter Schools
From: Superintendent Woods-Cadiz
Subject: Proposal to Engage Seth Feldman, Esq. as Legal and Compliance Consultant

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In our commitment to uphold the highest compliance, governance, and operational excellence standards, I propose we engage Seth Feldman, Esq., as a consultant for AIMS K12 College Prep Charter Schools. This partnership will provide us with expert legal and strategic guidance in areas critical to our institution's success.
Key Benefits

- Comprehensive Expertise: Seth Feldman offers extensive knowledge in charter school compliance, education law, employment law, real estate, contracts, regulatory compliance, intellectual property, risk management, and litigation support. His broad expertise ensures that AIMS receives comprehensive legal and operational advice tailored to our needs.
- Cost-Effective Solution: By engaging a consultant rather than hiring full-time staff, AIMS can efficiently manage costs while accessing high-caliber legal support. With flexible billing options, Seth's competitive hourly rate of $250 ensures fiscal responsibility by only incurring expenses for services rendered.
- Proactive Risk Management: Seth's guidance will enable AIMS to implement preventative measures, effectively mitigating potential legal and financial risks. His expertise in risk management and liability will be instrumental in safeguarding our institution's interests.
- Enhanced Governance and Compliance: Seth's insights into charter school governance and compliance will strengthen our operational frameworks and ensure adherence to all relevant legal and regulatory requirements.
- Litigation Support: Acting as a liaison between AIMS and litigation counsel, Seth will provide critical support in legal disputes, advocate on our behalf, and work towards favorable outcomes.

Strategic Opportunities

- Expansion and Growth: With Seth's advice on real estate and facilities, AIMS can explore opportunities for expansion, including opening new schools in different states.
- Improved Operational Efficiency: AIMS can achieve more efficient and transparent operations by enhancing governance structures and compliance protocols.

Maya Woods-Cadiz
Superintendent

AIMS K-12 College Prep Charter District
171 12th Street, Oakland, CA 94607

Email : maya.woods-cadiz@aimsk12.org
T : 510-893-8701

Potential Challenges

- Conflict of Interest: Seth's position as a charter executive in Oakland may present conflicts of interest. However, the agreement includes measures to address and resolve any such issues promptly.
- Jurisdictional Limitations: Seth can only provide general legal counsel in the jurisdictions where he is licensed. We will need to consider additional counsel if we expand into areas beyond his jurisdiction.

Engaging Seth Feldman as a consultant is a strategic decision that aligns with AIMS's goals of maintaining high compliance standards, governance, and operational efficiency. His expertise will be instrumental in navigating the complex legal landscape of charter schools, ultimately supporting our mission to provide exceptional education.

Recommendation
I recommend the Board of Directors approve this consultancy agreement to leverage Seth Feldman's expertise to benefit AIMS K12 College Prep Charter Schools.

Next Steps
Upon approval, we will proceed with finalizing the consulting agreement and establish a timeline for the commencement of services on September 1, 2024.

Approval
[Signature Line for Board Approval]
Date of Approval: [Insert Date]

Consulting Agreement

This Consulting Agreement ("Agreement") is made and entered into as of September 1, 2024, by and between AIMS K12 College Prep Charter Schools ("Client"), and Seth Feldman, EdD, Esq. ("Consultant").

1. Scope of Work

Consultant agrees to provide consulting services to Client in the following areas on an as-needed basis:

a) Charter School Compliance and Governance
b) Education Law options for charter school
c) Employment Law options for charter school regarding non-CA based claims. Options are to be provided for Federal claims and as preventative matters in all claims.
d) Real Estate and Facilities
e) Contracts and Agreements—options and suggestions for improvements
f) Regulatory Compliance
g) Intellectual Property
h) Risk Management and Liability
i) Litigation Support—serving as a liaison between litigation counsel and the charter school. Serving as the charter school's representative as a liaison between litigation counsel and the charter. Working with the charter school to advocate on their behalf with the support counsel.
j) General Legal Counsel in jurisdictions where consultant is licensed to practice law.

2. Billing Structure

A. Hourly Rate: Consultant will bill for services rendered at an hourly rate of $250 per hour.

B. Billable Activities: Time will be billed in [15]-minute increments for all work performed, including but not limited to:

a. Phone calls and email correspondence
b. Research and document preparation
c. Meetings (in-person or virtual)
d. Travel time (if applicable)
e. Mediations
f. Arbitration hearings

The consultant will inform the client of any matter that will require more than 5 hours in any one given month.

The client and the consultant can also agree to a per project fee of both parties agree. Should that occur, that will not negate this section for other assignments.

3. Expense Reimbursement: Out-of-pocket expenses incurred in providing services (e.g., filing fees, copying costs, travel expenses) will be billed separately and itemized on the invoice. ***There shall be NO additional surcharges added to this section. Only actual***

expenses can be reimbursed. In cases where fees may be larger than $1,000 consultant may ask for pre-payment of fees.

4. Monthly Invoicing: Monthly invoices detailing the services provided, hours worked, and any expenses incurred will be submitted.

5. Payment Terms: Payment is due within 30 days of invoice receipt.

6. Term and Termination

a) This Agreement will commence on September 1, 2024, and continue through July 30, 2025, unless terminated earlier as provided herein.
b) Either party may terminate this Agreement with 30 days' written notice.
c) Upon termination, the Client agrees to pay for all services rendered up to the termination date.
d) Any extension or renewal of this Agreement beyond July 30, 2025, must be mutually agreed upon in writing by both parties.

7. Conflict of Interest

Client understands that consultant is a charter executive in Oakland and may be privileged to information regarding the charter landscape in Oakland.

The consultant understands that he must inform client within 24 hours of any potential conflicts of interest and that the client has the final right to determine if a conflict exists and may instruct the consultant to stop working on an issue. Stop work order must be in writing.

8. Confidentiality

Consultant will maintain strict confidentiality of all information related to the consultation, subject to the following conditions:

a) Confidential information is protected and will be disclosed only to the extent necessary to comply with professional ethics rules or as required by law.
b) Confidential information may be disclosed to third parties only if necessary and in a manner consistent with this Agreement.
c) Consultant may not share information he learns about the charter with any representatives of the Oakland Unified School District, The Alameda County Office of Education or the California Department of Education unless failing to disclose would result in death, serious bodily injury, fraud, financial misrepresentation, any criminal matter or if compelled by a judicial decree.

9. Review and Approval

This Scope of Work is subject to review and approval by both parties. Any modifications to this Agreement must be made in writing and agreed upon by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Consulting Agreement as of the dates indicated below.

10. Choice of Law: California. Any disputes shall be in accordance with the laws of the state where services are being sought. If services are sought for AIMS in CA, then the choice of law shall be CA. If services are sought for an out of state item then the choice of law shall be that state where services are sought (IE—if charter wants to open a new school in AZ, then the choice of law would be AZ).

11. Liability Limits

Consultant's Limitation of Liability. Except for Consultant's confidentiality and indemnity obligations, respectively, and except for actions or claims arising from gross negligence or intentional or willful misconduct, Consultant's total liability to Company shall not exceed the greater of the total Consultant compensation value.

Company's Limitation of Liability. Except for actions or claims arising from the gross negligence or intentional or willful misconduct of Company's total aggregate liability to Consultant shall be limited to the compensation fees.

_____

For AIMS K12 College Prep Charter Schools

Date: _____

_____

Seth Feldman, EdD. Esq.

Date: _____

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

Submitter Information

Full Name: Maya Woods-Cadiz
Position/Title: Superintendent
Department: Office of the Superintendent

Item Details

Title of Item: Proposal to Engage Seth Feldman, EdD, Esq. for Consultancy Services
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☑ 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: $ 250/hr
Is this expenditure included in the annual budget?
☐ Yes ☐ No
Please specify in which plan this expense is indicated:
☐ SPSA ☐ LCAP ☐ Other:

Coversheet

Campanille Group Engagement and Contract

Section: V. Action Items
Item: BC. Campanille Group Engagement and Contract
Purpose: Vote
Submitted by:
Related Material:
AIMS Non- MA Engagement Letter.docx
DRAFT CONTRACT FOR NEGOTIATION AND ADVISORY SERVICES (2).pdf
Campanille Engagement Contract Cover Letter - Blank Fillable.pdf
AIMS - Disclosure and Engagment Letter for MA Services.pdf

~~DRAFT CONTRACT FOR NEGOTIATION AND ADVISORY SERVICES~~

This Contract for Negotiation and Non-Municipal Advisory Services (the "Contract") is entered into on ~~[DATE]~~September 4, 2024, by and between:

AIMS K12 College Prep Charter Schools ("Client")
171 12th St
Oakland, CA 94607 ~~[CLIENT ADDRESS]~~

and

John Phan
~~John Phan~~Campanile Group, Inc.
("Consultant")
668 North Coast Hwy. #317
Laguna Beach, CA 92651 ~~[CONSULTANT ADDRESS]~~

WHEREAS, the Client desires to engage the Consultant to provide negotiation and non municipal advisory services, and the Consultant agrees to provide such services to the Client under the terms and conditions outlined in this Contract.

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein contained, the parties agree as follows:

1. SCOPE OF SERVICES

The Consultant shall provide the following services to the Client:

a) Negotiate on behalf of AIMS K12 College Prep Charter Schools in matters related to real estate and project ~~bonds.~~development
b) Provide advice and recommendations to AIMS K12 College Prep Charter Schools on strategic decisions and contractual matters.
c) Represent AIMS K12 College Prep Charter Schools' interests in discussions and negotiations with third parties.
d) Prepare and review documents related to negotiations and agreements.
e) Provide regular updates and reports on the progress of negotiations and advisory activities.

2. TERM

This Contract shall commence on ~~[START DATE]~~ September 4, 2024 and continue until ~~[END DATE]~~September 4 2025, unless terminated earlier in accordance with the provisions of this Contract.

3. COMPENSATION

a) The Client agrees to compensate the Consultant at a rate of $~~[RATE]~~500 per hour for

services rendered.

b) The Consultant shall submit detailed invoices on a monthly basis, outlining the services provided and hours worked.

c) Payment is due within 30 days of receipt of each invoice.

4. EXPENSES

The Client shall reimburse the Consultant for reasonable out-of-pocket expenses incurred in the performance of services under this Contract, provided that such expenses are pre-approved in writing by the Client.

5. INDEPENDENT CONTRACTOR STATUS

The Consultant is an independent contractor and not an employee of the Client. The Consultant shall be responsible for all taxes, insurance, and other obligations related to their self-employed status.

6. CONFIDENTIALITY

The Consultant agrees to maintain the confidentiality of all information obtained from the Client during the course of this engagement and shall not disclose such information to any third party without the Client's prior written consent.

7. CONFLICT OF INTEREST

The Consultant warrants that there is no conflict of interest in performing these services for the Client. If a conflict of interest arises during the term of this Contract, the Consultant shall immediately notify the Client.

8. TERMINATION

Either party may terminate this Contract with 30 days' written notice. In the event of termination, the Client shall pay for all services rendered up to the date of termination.

9. INTELLECTUAL PROPERTY

Any work product, reports, or materials produced by the Consultant in the performance of services under this Contract shall be the property of the Client.

10. INDEMNIFICATION

The Consultant agrees to indemnify and hold harmless the Client from any claims, damages, or liabilities arising from the Consultant's negligence or willful misconduct in performing services under this Contract.

11. GOVERNING LAW

This Contract shall be governed by and construed in accordance with the laws of the State of California.

12. ENTIRE AGREEMENT

This Contract constitutes the entire agreement between the parties and supersedes all prior agreements, whether written or oral, relating to the subject matter of this Contract.

IN WITNESS WHEREOF, the parties have executed this Contract as of the date first above written.

For AIMS K12 College Prep Charter Schools:

_____
[NAME]
[TITLE]

Date: _____

Campanile Group, Inc.

John Phan:

_____

Date: _____
`

DRAFT CONTRACT FOR NEGOTIATION AND ADVISORY SERVICES

This Contract for Negotiation and Advisory Services (the "Contract") is entered into on [DATE], by and between:

AIMS K12 College Prep Charter Schools ("Client")
[CLIENT ADDRESS]

and

John Phan ("Consultant")
[CONSULTANT ADDRESS]

WHEREAS, the Client desires to engage the Consultant to provide negotiation and advisory services, and the Consultant agrees to provide such services to the Client under the terms and conditions outlined in this Contract.

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein contained, the parties agree as follows:

1. SCOPE OF SERVICES

The Consultant shall provide the following services to the Client:

a) Negotiate on behalf of AIMS K12 College Prep Charter Schools in matters related to real estate and bonds.
b) Provide advice and recommendations to AIMS K12 College Prep Charter Schools on strategic decisions and contractual matters.
c) Represent AIMS K12 College Prep Charter Schools' interests in discussions and negotiations with third parties.
d) Prepare and review documents related to negotiations and agreements.
e) Provide regular updates and reports on the progress of negotiations and advisory activities.

2. TERM

This Contract shall commence on [START DATE] and continue until [END DATE], unless terminated earlier in accordance with the provisions of this Contract.

3. COMPENSATION

a) The Client agrees to compensate the Consultant at a rate of $[RATE] per hour for services rendered.
b) The Consultant shall submit detailed invoices on a monthly basis, outlining the services provided and hours worked.

c) Payment is due within 30 days of receipt of each invoice.

4. EXPENSES

The Client shall reimburse the Consultant for reasonable out-of-pocket expenses incurred in the performance of services under this Contract, provided that such expenses are pre-approved in writing by the Client.

5. INDEPENDENT CONTRACTOR STATUS

The Consultant is an independent contractor and not an employee of the Client. The Consultant shall be responsible for all taxes, insurance, and other obligations related to their self-employed status.

6. CONFIDENTIALITY

The Consultant agrees to maintain the confidentiality of all information obtained from the Client during the course of this engagement and shall not disclose such information to any third party without the Client's prior written consent.

7. CONFLICT OF INTEREST

The Consultant warrants that there is no conflict of interest in performing these services for the Client. If a conflict of interest arises during the term of this Contract, the Consultant shall immediately notify the Client.

8. TERMINATION

Either party may terminate this Contract with 30 days' written notice. In the event of termination, the Client shall pay for all services rendered up to the date of termination.

9. INTELLECTUAL PROPERTY

Any work product, reports, or materials produced by the Consultant in the performance of services under this Contract shall be the property of the Client.

10. INDEMNIFICATION

The Consultant agrees to indemnify and hold harmless the Client from any claims, damages, or liabilities arising from the Consultant's negligence or willful misconduct in performing services under this Contract.

11. GOVERNING LAW

This Contract shall be governed by and construed in accordance with the laws of the State of California.

12. ENTIRE AGREEMENT

This Contract constitutes the entire agreement between the parties and supersedes all prior agreements, whether written or oral, relating to the subject matter of this Contract.

IN WITNESS WHEREOF, the parties have executed this Contract as of the date first above written.

For AIMS K12 College Prep Charter Schools:

_____
[NAME]
[TITLE]

Date: _____

John Phan:

_____

Date: _____
`

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

Submitter Information

Full Name: Steven Leung
Position/Title: Board Treasurer
Department: Office of the Board

Item Details

Title of Item: Campanille Group Engagement Contract
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and
☑ 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:

August 8, 2024

FROM: Campanile Group, Inc.
John Phan, Principal

TO: Board of Directors
AIMS K-12 College Prep Charter District
171 12th St, Oakland, CA 94607

RE: Disclosure and Engagement Letter

Dear Board of Directors,

This letter specifies the terms of the engagement between Campanile Group, Inc. ("Advisor") and AIMS K-12 Collect Prep Charter District (the "School").

This engagement between the School and Advisor shall become effective as of the date of its acceptance as provided below.

Scope of Services

- Act as an independent fiduciary advisor representing the interests of the School throughout the financing process;
- Act as a resource to the School in regard to providing information related to charter school financing structures, market trends, market rates and terms, etc.;
- Design and assist in implementing financing strategies;
- Prepare analysis and reports showing affordability of the project;
- Assist in developing the plan of finance and related transaction timetable;
- Seeking proposals from financing participants including underwriter, bond counsel, trustee, disclosure counsel, etc., if applicable;
- Assist in evaluating and selecting financing participant proposals;
- Develop and draft a detailed financing schedule for working group;

- Assist with administrative duties such as drafting distribution list and sending out calendar reminders related to financing;

- Coordinate financing calls or calls as necessary with working group to achieve financing schedule;

- Draft call agendas and monitor financing task to meet financing schedule;

- Lead weekly calls on behalf of the financing team;

- Draft/submit conduit issuer application and coordinate issuer approval process for tax-exempt financing;

- Provide good faith estimates in accordance with California Government Code Section 5852.1 for tax-exempt financings;

- Make recommendations on all aspects of the financing including, but not limited to, the timing of the financing, call provisions, marketing, and other structuring aspects;

- Devise and recommend a financing plan for obligations to be issued, including maturity schedules and other terms and conditions;

- Prepare information for credit presentations, schedule and assist in the presentations, and act as a liaison with the lenders, credit agencies, providing information as needed;

- Monitor and control fees and expenses incurred in connection with completion of the financing;

- Assist in closing details and post-closing duties;

- Assist in other matters necessary or incidental to the issuance and administration of debt obligation;

- Provide oversight of underwriting services;

- Review and verify reasonableness of financial covenants – e.g., debt service coverage test, days cash on hand, additional debt test, short term borrowing allowance – and other non-financial covenants;

- Provide advice regarding market conditions, structuring and marketing;

- Provide interest rate pricing comparable transactions to School and underwriting team;

- Evaluate the sales process including analyzing bids, reviewing spreads, analyzing and market levels;

- Review final cash flows;

- Undertake pre-pricing analysis prior to sale; advise and help in the negotiation with respect to pricing on the day of sale; and

- Unless otherwise provided above, Advisor is not responsible for preparing any preliminary or final official statement, or for certifying as to the accuracy or completeness of any preliminary or final official statement, other than with respect to any information about Advisor provided by Advisor for inclusion in such documents.

Scope of Services: Continuing Disclosure (if applicable)

- Create calendar reminders detailing the disclosure requirements for the timely dissemination of the reports;

- Provide a summary document that provides all continuing disclosure requirements;

- Collect the necessary financial and statistical information necessary from staff, auditors or any other source as required;

- Coordinate and facilitate annual conference calls with investors;
    - Provide agenda and help highlight credit information investors seek;
    - Record conference call as required;

- Assemble the information in a format the investors are accustomed to seeing;

- Help calculate the financial covenants (i.e Debt Service Coverage and Days Cash on Hand);

- Transmit the reports to the Municipal Securities Rulemaking Board's (MSRB) nationally recognized data repository known as EMMA; and

- The services provided under this Agreement are limited to the services described above unless otherwise agreed to in writing by Advisor; and
- Under the terms of this Agreement, Advisor is not responsible for determining whether any Annual Report makes an untrue statement of material fact or omits to state any material information or to make any determination with respect to the "materiality" of a significant event or whether such event reflects "financial difficulties" of the School.

Independent Registered Municipal Advisor ("IRMA")

If acting in the capacity of an Independent Registered Municipal Advisor ("IRMA") with regard to the IRMA exemption of the SEC Rule, Advisor will review all third-party recommendations submitted to Advisor in writing by the School.

Term of Engagement Agreement

The commencement date of the agreement is the date of execution and the end date is three years after the effective date or at the successful close of the transaction, whichever occurs first. Any extensions must be mutually agreed upon by all parties in writing.

Compensation and Out-of-Pocket Expenses

After the completion of the affordability analysis, a fee of $5,000 is due and payable. The remaining compensation and expenses for activities to be performed for this engagement is contingent upon the successful sale and closing of the transaction and is payable from the proceeds of the loan or bond.

The advisory fee that will be set forth in the bond indenture (or similar document) costs of issuance requisition to be determined and entered into in connection with the issuance of the bonds or loan. Such amount shall apply to this agreement as if set forth herein. The advisory fee will be based on the complexity and the time required to complete the transaction. As a reference, over the past year, our fees on other charter school financings have ranged from $90,000 to $150,000. We expect the School's transaction to be within this range.

Continuing Disclosure Agent (if applicable)

Annual fee of $5,500 related to continuing disclosure services for quarterly and annual disclosure reports and annual investor calls, payable at closing and on the anniversary of the closing.

Termination of Engagement Agreement

The School may terminate the whole or any part of this Agreement at any time and without cause by giving sixty (60) days written notice to Advisor of such termination and specifying the effective date thereof. Advisor shall discontinue all Services affected by such termination within sixty (60) days of receipt of such notice, unless otherwise instructed by the School in writing. Advisor may terminate this agreement by giving the School sixty (60) days written notice.

In the event Services are terminated by the School and financing is successfully issued, Advisor will be compensated pro-rata for services provided up to the termination date.

Conflicts of Interest and Other Matters Requiring Disclosures

Advisor agrees to provide to the School disclosures required by Municipal Securities Rulemaking Board ("MSRB") Rule G-42 and Rule G-10 (the "Disclosures"), which are attached here as Appendix A. Advisor agrees to promptly amend or supplement the Disclosures to reflect any material changes or additions, which shall be delivered to School and incorporated by reference as of the date thereof into this Agreement to the same extent as if set forth herein.

Miscellaneous

During the term of the municipal advisory relationship, this Agreement will be promptly amended or supplemented to reflect any material changes in or additions to the terms or information within this Agreement and the revised writing will be promptly delivered to the School. If there are any questions regarding the above, please do not hesitate to contact Advisor.

If the foregoing terms meet with your approval, please indicate your acceptance by executing this letter and returning an electronic copy.

Sincerely,



John Phan
Principal
Campanile Group

AIMS K-12 College Prep Charter District

Print Name:_____

Title:_____

By: _____
Authorized Representative

Date: _____

APPENDIX A

Conflicts of Interest and Other Disclosures

Advisor makes the following disclosures with respect to material conflicts of interest in connection with its Agreement with the School, together with explanations of how Advisor addresses or intends to manage or mitigate each conflict. To that end, with respect to all of the conflicts disclosed below, Advisor mitigates such conflicts through its adherence to its duty of loyalty and duty of care to the School. The disclosures below describe, as applicable, any additional mitigations that may be relevant with respect to any specific conflict disclosed below.

- Advisor represents that in connection with the issuance of municipal securities, Advisor may receive compensation from the School for services rendered, which compensation is contingent upon the successful closing of a transaction and/or is based on the size of a transaction. Consistent with the requirements of MSRB Rule G-42, Advisor hereby discloses that such contingent and/or transactional compensation may present a potential conflict of interest regarding Advisor's ability to provide unbiased advice to enter into or complete such transaction. While contingent compensation is customary in the municipal securities market, it presents a conflict because it could create an incentive for Advisor to advise the School to complete a financing or to alter the structure of a financing in order to ensure compensation for Advisor.
- As of the date of the Agreement, there are no other material conflicts of interest that Advisor is aware of that might impair its ability to render unbiased and competent advice or to fulfill its statutory duties to the School.
- The fee paid to Advisor increases the cost of investment to the School. The increased cost occurs from compensating Advisor for municipal advisory services provided.
- Advisor does not act as principal in any of the transaction(s) related to this Agreement.
- Advisor does not have any affiliate that provides any advice, service, or product to or on behalf of the client that is directly or indirectly related to the municipal advisory activities to be performed by Advisor;
- Advisor has not made any payments directly or indirectly to obtain or retain the School's municipal advisory business;
- Advisor has not received any payments from third parties to enlist Advisor recommendation to the School of its services, any municipal securities transaction or any municipal finance product;
- Advisor has not engaged in any fee-splitting arrangements involving Advisor and any provider of investments or services to the School;
- Advisor does not have any other engagements or relationships that might impair Advisor's ability either to render unbiased and competent advice to or on behalf of the School or to fulfill its statutory duties to the School, as applicable; and

- Advisor does not have any legal or disciplinary event that is material to the School's evaluation of the municipal advisory or the integrity of its management or advisory personnel.

Legal Events and Disciplinary History

Advisor does not have any legal events and disciplinary history on its Form MA and Form MA-I, which includes information about any criminal actions, regulatory actions, investigations, terminations, judgments, liens, civil judicial actions, customer complaints, arbitrations and civil litigation. The School may electronically access Advisor's most recent Form MA and each most recent Form MA-I filed with the Commission by searching for "Campanile Group" at the following website: www.sec.gov/edgar/searchedgar/companysearch.html.

Within the Municipal Securities Rulemaking Board ("MSRB") website at www.msrb.org, the School may obtain the Municipal Advisory client brochure that is posted on the MSRB website. The brochure describes the protections that may be provided by the MSRB Rules along with how to file a complaint with financial regulatory authorities.

There have been no material changes to a legal or disciplinary event disclosure on any Form MA or Form MA-I filed with the SEC.