



AIMS K-12 College Prep Charter District

AIMS Special Board Meeting

Date and Time

Sat May 31, 2025 at 10:00 AM PDT

Location

4153 Fruitvale Ave, Oakland, CA 94602

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

Join Zoom Meeting

<https://us02web.zoom.us/j/6614266860?pwd=czlxWTUwZlZ5Zm41QkhsVXFMTDI3dz09>

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One tap mobile

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AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its 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](tel:5105046898) at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

Click on the link below to submit Public Comment:
<https://docs.google.com/forms/d/e/1FAIpQLScK0rD4rkfpiHrMyGtxnKaPECne4SfCG-5ezqD3xUALg0OTAQ/viewform?usp=sharing>

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Agenda

	Purpose	Presenter	Time
I. Opening Items			10:00 AM
Opening Items			
A. Call the Meeting to Order		Jaime Colly	
B. Record Attendance and Guests	Vote	Ahsjanae Hutchings	1 m
C. Adoption of Agenda	Vote	Jaime Colly	1 m
D. Public Comment on Agenda Items			4 m
Public comment on agenda items is set aside for members of the public to address the items on the Board’s agenda prior to each agenda item. The Board of Directors will not respond 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)			

	Purpose	Presenter	Time
minutes per person, and the total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).			
E.	Public Comment on Non-Agenda Items		4 m
Public comment on non-agenda items is set aside for members of the public to address the items not on the Board's agenda. The Board of Directors will not respond 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 the total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).			
II.	Action Items		10:10 AM
A.	MOU Approval	Vote	Megan Sweet 10 m
B.	Executive Director JD/ Extended Contract Agreement	Vote	Tiffany Tung 10 m
C.	Review LCAP	Discuss	Megan Sweet 20 m
D.	Budget and Staffing Scenarios	Discuss	Megan Sweet 20 m
III.	Closed Session		11:10 AM
A.	Public Comment on Closed Session Items	FYI	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	Jaime Colly 5 m
Pursuant to the Brown Act (Government Code Section 54957.6), the following items will be discussed in closed session:			
1. Conference with Legal Counsel- Anticipated Litigation (Gov. Code Section 54956.9)			
• Significant exposure to litigation pursuant to paragraph (2) or (3) of			

	Purpose	Presenter	Time
subdivision (d) of Section 54956.9: 2 Matters			
2. Personnel Matters- 2 Matters			
C. Report from Closed Session	FYI	Jaime Colly	2 m
IV. Closing Items			11:22 AM
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 on Tuesday April 15th, 2025, at 6:45 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

I, Ahsjanae Hutchings, hereby certify that I posted this agenda on the AIMS website at www.aimsk12.org, on or before May 30th, 2025 before 10:00 AM.

Certification of Posting

Coversheet

MOU Approval

Section:	II. Action Items
Item:	A. MOU Approval
Purpose:	Vote
Submitted by:	
Related Material:	AIPCS II MOU -V4.1 .pdf



American Indian Public Charter School II (AIPCS II)

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Dear Director Lam,

Thank you for continuing to work with us on the development of the Memorandum of Understanding (MOU) for AIPCS II. We sincerely appreciate the thoughtful and constructive feedback provided in the document dated April 29, 2025. Through our revisions in MOU V4, we have focused on aligning with ACOE's recommendations and prioritizing the needs of the students and families we serve.

This cover letter highlights key adjustments made in response to your feedback and demonstrates how the revised MOU ensures compliance with ACOE standards and Commitments.

Key Revisions in MOU V4.1

- Goal 2: Changed the monitoring from monthly reports to the ACOE staff to biannual reports in January and June. Increased oversight by the AIMS Board of Directors.
- Goal 5: Changed the monitoring from monthly reports to the ACOE staff to biannual reports in January and June. Increased oversight by the AIMS Board of Directors.
- Goal 6: Increased target enrollment for Latino students by two each year, culminating in an 3% increase by 2029-30 school year. Added the development of an enrollment data system to the 2025-26 school year.

Key Revisions in MOU V4

The MOU has been reorganized to better convey the AIMS story and clarify goals and metrics:

1. **Introduction: The AIMS Way** (New)

- Our Mission
- Our Goals for Students (and aligned Metrics)
- Our Pillars: Core Practices to Meet our Goals

2. **Goals and Aligned Metrics** (formerly "Metrics")

- New goal statements for each metric to communicate our intent
- New narrative for each goal consisting of a brief analysis, description of strategy, and plans for monitoring both internally and through reporting to ACOE

- Revised targets and descriptions on some metrics based on feedback or plans for implementation, and data collection.
- New table in Goal 1 summarizing proposed reporting of all metrics to ACOE at appropriate time intervals: monthly, quarterly, annually.
- Action item numbers in the last column of metric tables correspond to actions and standard operating procedures in the appendices.

3. **Appendices: Policies and Procedures** (formerly “Charter Specific Conditions”)

- Have been moved to provide additional detail through standard operating procedures
- A description of inquiry cycles and data teams have been added to appendix item 12.

The revisions respond to ACOE’s feedback on **Draft MOU Version 3** (4/29/25):

- **Traffic Safety:** Added questions (including open-ended) to collect data on specific problems and suggestions for additional questions. Added data collection of on-duty logs to demonstrate supervision of outside areas.
- **Retention:** Additional demographic information, clarification of board policy, and summary of intervention supports prior retention.
- **Transfers and Exits:** An exit survey including demographic information to be included in the proposed data submissions.
- **Complaint Procedures:** Added missing metrics for labor and parent formal complaints with plans to report and provide copies of complaints to ACOE.

Commitment to Future Collaboration

We are fully committed to aligning with ACOE’s charter policies and procedures to serve all student groups equitably. The revisions in MOU V4 demonstrate our dedication to these shared goals and the continuous monitoring of outcomes to drive improvement.

This updated draft reflects a strong partnership between AIMS and ACOE in building a framework that supports high-quality education while addressing the needs of our diverse student body.

Please feel free to reach out if you have any additional feedback or require further clarification. We look forward to discussing this updated version and finalizing the MOU to move forward.

Thank you for your continued support and collaboration.

Sincerely,

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

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I. Introduction

The AIMS Way – “High Expectations. High Support.”

Our Mission: Provide a rigorous educational foundation that provides all students, particularly those traditionally underserved, to excel academically and personally. We are committed to preparing our students for successful entry into and completion of **four-year college programs**. Through our dedicated approach, we strive to break barriers, foster ambition, and cultivate a new generation of scholars who will contribute meaningfully to society.

To fulfill this vision AIMS and AIPCS II have set the following **Student Goals**:

Student Goal	Annual Metrics
1. All Students meet/exceed standards in ELA. (Underperforming groups make accelerated gains)	Distance from Standard (DFS) • All Students (SBAC) • Targeted Groups (SBAC)
2. All Students meet/exceed standards in Math. (Underperforming groups make accelerated gains)	Distance from Standard (DFS) • All Students (SBAC) • Targeted Groups (SBAC)
3. All Students are engaged in school. (Underperforming groups make accelerated gains)	Chronic Absenteeism • All Students • Targeted Groups Suspensions • All Students • Targeted Groups Student Safety (CHKS/AIMS Survey)
4. English Learners reclassify as Fluent English Proficient within 6 years.	EL Learner Progress (ELPAC)

Our Pillars	Core Practices to Meet our Goals
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To meet these goals and prepare all students to succeed in college, AIMS and AIPCSII employ the following core practices:

- 1. Rigorous, Standards-based Instruction** (“High Expectations”)
 - a. We set high expectations for all students
 - b. We implement High-Quality Instructional Materials (HQIM)
 - c. We collaborate to ensure consistent pacing and student access to grade-level standards.

- 2. Targeted Assessment and Intervention** (“High Support”)
 - a. We use universal screening and quarterly interim assessments to ensure students receive interventions needed to meet grade level goals:
 - Saturday School
 - After school tutoring and 1:1 reading instruction
 - Summer and Winter Intervention
 - b. We focus on low performing groups by disaggregating data to identify needs and use tiered support structures to close gaps

- 3. Safe and Supportive School Environment** (“High Support”)
 - a. We implement Positive Behavioral Intervention Systems (PBIS)
 - b. We use teacher looping to build strong relationships with students
 - c. We monitor and provide attendance support to ensure students are in school
 - d. We implement safety protocols, including drop-off and pick-up, and building security
 - e. We use complaint procedures and exit surveys to respond to concerns and collect data from students and families
 - f. We empower student government to lead assemblies and advise the Superintendent
 - g. Faculty/staff advisory council provides input to the Superintendent and Board of Directors

3-Process Metrics in the MOU	• PBIS Implementation Rate • Percent of Complaints Resolved • Exit Surveys Collected
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- 4. Quality Teacher for Every Student** (“High Support”)
 - a. We engage in regular data-driven collaboration, including analysis of interim assessments

- b. We provide professional development including boot camps and monthly PD days (16 full days/year + 2 hours/week)
- c. We provide coaching to new teachers and all teachers to develop them as professionals
- d. We implement a Credential Success Plan to teachers ensure all teachers become fully credentialed

4-Process Metrics in the MOU	Percent of Teachers Credentialed
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5. Increase Access for Underrepresented Communities

- a. We recruit and identify students with disabilities
- b. We recruit students of diverse backgrounds, including Latino students

5-Process Metrics in the MOU	- Percentage of students with disabilities - Percentage of Latino Students
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II. Our Goals and Aligned Metrics

Goal #1: Ensure MOU conditions are met through reporting to ACOE.		
Metrics below will be reported on as indicated unless otherwise dictated by ACOE. Also, see policies and procedures.		
Monthly	Quarterly	Annually
– Safety duty logs and Incident report – Monthly safety drill logs – SPED referrals and assessments – Copies of formal complaints	– Traffic safety survey reports – PBIS implementation reports – Staff training completion data – Mid-year transfers – SPED enrollment – CALPADS Internal audit reports – Monthly attendance meeting notes	– Teacher credential data – Suspension rate – Latino enrollment – Chronic absenteeism – ELA Distance From Standard (DFS), SBAC – Math Distance From Standard (DFS), SBAC – English Learner Progress (ELPAC) – Student retentions – SPED enrollment – Summary of formal complaints

- **Analysis:** Timelines for annual reporting are provided with the goals and metrics below. Data will be analyzed by AIMS and AIPCS II to inform continuous improvement of programs (see Appendix 12).
- **Strategy:** AIMS and AIPCS II will use additional metrics to monitor progress weekly, monthly and quarterly at the school site. Teams will follow a quarterly cycle of inquiry to analyze, reflect, plan and implement.
- **Monitoring:** AIMS will report on all metrics according to the timeline and provide an annual report to ACOE each year. See individual goals and metrics below.

Goal #2: Ensure effective governance and operations.

Metric: Formal Complaints received.										Timelines / Data Submission / Audience	Actions
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Timelines: August 2025 - June 2026 August 2026 - June 2027 August 2027 - June 2028 August 2028 - June 2029 August 2029 - June 2030 Data Submission: Monthly Formal Complaints Received Audience: AIMS Board of Directors and ACOE Staff	2.10
AIPCS II: Formal Complaints Received	6	1	1	3	*	*	*	*	*		
AIPCS II: Formal Complaints Resolved	**	1	1	2	100%	100%	100%	100%	100%		
AIMS K-12 CPC District: All complaints received	8*	15	15	7	*	*	*	*	*		

* Total formal complaints include both labor and student/parent complaints.

** Based on AIMS analysis, only 4 of the 8 recorded OUSD complaints were shared with AIMS. These complaints were also labeled as UCP complaints, but most did not meet the UCP threshold.

- Analysis:** To include OUSD's feedback, we added the 2021-22 school year to our data table. These complaints were filed prior to AIMS hiring an ombudsman. Since hiring an ombudsman, most complaints have been resolved. Most complaints are now addressed before they become formal complaints. Four formal complaints have been filed at AIPCS II in the last two school years. In the 2021-22 school year, we do not have sufficient data to report on whether these complaints were resolved, so we are not reporting on that data here.
- Strategy:** Information regarding complaint procedures is listed on the AIMS public website and posted in the school. The ombudsman meets with staff and families annually to explain procedures and communicates with school staff and families through the monthly magazine. Staff and parents are encouraged to use proper levels of escalation (e.g., staff meet with direct supervisor; parents meet with head of academics or Director of Schools). Efforts are made to minimize formal

complaints received by engaging informally, using conflict mediation and de-escalation to obtain a resolution. Complaints that cannot be resolved informally are logged and tracked as a formal complaint. The Ombudsman conducts an additional investigation if necessary. Complaints are considered resolved if all parties agree that sufficient actions have been taken to address the concern.

- **Monitoring:** On a monthly basis, the Ombudsman will submit complaints to the Board of AIPCS II. AIPCS II will also provide ACOE with an updated log showing the status of all complaint investigations on a monthly basis. Within 5 business days of the conclusion of the complaint investigation, AIPCS II will provide a copy of any complaint investigation reports to ACOE, with student identifying information appropriately redacted. The reporting of complaints to AIPCS II Board and ACOE will occur as follows:
 - Redacted copies of complaints to determine severity (within 2 business days)
 - Number of complaints filed with Authorizer (ACOE Staff - within 2 business days)
 - Number of Complaints ACOE Staff has referred to a third party investigator (within 5 business days)
 - Redacted summary of investigations (within 5 business days)

Goal #3: Increase Access for Students with Disabilities.

Metric: Special Education Enrollment.								Timelines / Data Submission / Audience	Actions
	Baseline 2024 CA Dashboard	2024-25*	2025-26	2026-27	2027-28	2028-29	2029-30	Timelines: December 2025 December 2026 December 2027 December 2028 December 2029 Data Submission: Enrollment: November, February, April and June SPED referrals and assessment: Monthly Audience: ACOE Staff	3.2 3.3 3.5 3.6 3.8
Prior Year Enrollment	29	27	40	50	60	70	80		
Exiting/8th Gr. Matriculation	-7	-7	-8	-11	-17	-5	-5		
Est. New Recruits	+5	+10	+9	+11	+16	+8	+5		
Est. Internally Identified	+0	+10	+9	+10	+11	+7	+5		
Total Students with Disabilities	27	40	50	60	70	80	85		
Total Percentage	4.3%**	6.3%	7.9%	9.4%	11%	12.6%	13.3%		

*Data Source - Current actual enrollment **percentages based on 635 enrollment

- Analysis:** It is our goal to have a student population that reflects the general public school population of Alameda County of about 13% or at least 85 students (out of a total of 635). The number of students exiting varies by year due to 8th grade matriculations (e.g. there are 17 students with IEPs in the class of 2028).
- Strategy:** We are aiming to increase our SPED Enrollment by 1) promotion of special education programming through SPED resource centers and stronger communication with families, 2) stronger coordination between Student Study Team (SST) process, individualized learning plans (ILPs), and referrals for special education assessment. A new position will manage the cases of students with ILPs (Gen Ed through SST process) and coordinate with SPED staff (pending board approval).
- Data Monitoring:** Staff will monitor special education referral and assessment dates and report to ACOE monthly.

Goal #4: Ensure teachers are highly qualified.

Metric: Percent of Credentialed Teachers								Timelines / Data Submission / Audience	Actions
Teacher Credential	Baseline*	2024-25**	2025-26	2026-27	2027-28	2028-29	2029-30	Timelines: February 2026 February 2027 February 2028 February 2029 February 2030 Proposed Data Submission: – Teacher credentialing data Audience: ACOE Staff	4.1
Credentialed and Properly Assigned	12 (31%)	14 (35%)	19 (48%)	26 (63%)	32 (76%)	37 (86%)	39 (91%)		4.2
Other: (Mis-assigned, Intern, Out-of-field, ineffective, vacancy)	27 (69%)	26 (65%)	21 (52%)	15 (37%)	10 (24%)	6 (14%)	4 (9%)		4.3
On-Track to Credential	No data	No data	100%	100%	100%	100%	100%		4.4
									4.5

*Baseline - Teacher Credential Spreadsheet submitted to OUSD on 10/15/2024 **Data Source - Internal teacher credential tracker

- Analysis:** In the fall of 2024-2025 we had a total of 12 credentialed and properly assigned teachers; 2 misassigned, 3 out-of-field, 17 ineffective and 5 vacancies. We currently have 14 credentialed and properly assigned, 3 misassigned, 1 intern, 4 out of field, 14 ineffective, and 4 vacancies. We anticipate growth in faculty due to an increase in SPED enrollment and have a goal of greater than 90% of teachers credentialed for the courses they teach and 100% of teachers on Track to Credential.
- Strategy:** We've created a credential success plan (see policies and procedures) including requirement that all non-credentialed teachers enroll in a program by June 2025, financial support for tuition, and individualized meetings with staff to develop plans to complete certification, including CLAD and new subject authorizations.
- Monitoring:** Staff will monitor the Credential Success Plan monthly and report to ACOE annually. Depending on their current status, teachers can reach full credential within two years. As a leading indicator of future credentialed teachers we will monitor "On-Track to Credential" for each teacher, meaning they are enrolled in the appropriate program and meeting requirements to become fully credentialed for the courses they teach.

Goal #5: Provide a safe school environment.

Metrics: Family reported safety; Staff on safety duty; Safety incidents reported; Staff Safety training completion; Monthly safety drills; PBIS Implementation Rate								Timelines / Data Submission / Audience	Actions
School Safety	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30		
Family Traffic Safety Survey Completion*	No data	No data	65%	70%	75%	80%	82%	Timelines: November 2025, February 2026, April 2026, June 2026; November 2026, February 2027, April 2027, June 2027; November 2027, February 2028, April 2028, June 2028; November 2028, February 2029, April 2029, June 2029 November 2029, February 2030, April 2030, June 2030	5.1
Families reporting Safety during arrival/dismissal (rating 4/5 or 5/5)	No data	No data	75%	85%	95%	95%	95%		5.1
Staff on Duty Outside: Drop-off, pick-up, P.E., Field Trips (Signed Logs)	No data	No data	100%	100%	100%	100%	100%		5.1
PBIS Implementation % of staff using PBIS app/month	No data	No data	80%	85%	90%	90%	95%	Proposed Data Submission: – Traffic safety survey reports (quarterly) – PBIS implementation reports (monthly) – Staff training completion data (quarterly) – Duty logs (monthly) – Incident report (monthly) – Safety drill evaluation logs (monthly)	5.5
Staff Safety Training Completion	95%	95%	100%	100%	100%	100%	100%		5.3
Monthly Safety Drills and Evacuations**	90%	90%	100%	100%	100%	100%	100%		5.3
								Audience: AIMS Board of Directors and ACOE Staff	

*Data Source - [Survey](#) will be administered in May 2025

** Data Source - [Cal. Code Regs. Tit. 5, § 550 - Fire Drills](#)

- **Analysis:** Student safety is our first priority. This process has provided us the opportunity to assess and strengthen our safety procedures, particularly during arrival/dismissal. [Positive Behavior Intervention Systems](#) (PBIS) has been utilized at AIPCS II in some classrooms but we do not have strong implementation data.
- **Strategy:** All staff will complete safety training ([Vector](#)) to learn procedures and expectations. We will use a daily coverage calendar with sign-in for each role. This will be monitored daily by the Director of Schools with coverage procedures when staff are absent. We will also begin school-wide implementation of Positive Behavioral Intervention Systems (PBIS). School and class rules will be posted, and teachers will use the PBIS app to reward positive behavior and create referrals for positive discipline. This will be a requirement that all teachers are trained and implementing.
- **Monitoring:** Safety procedures and logs will be monitored daily at the school site and reported monthly to the Board of Directors. A summary will be provided to the ACOE staff biannually in January and June. Traffic safety surveys will be

administered to families quarterly and PBIS will be monitored through walkthroughs and app usage. This data will be reviewed with the Board of Directors quarterly.

Goal #5. Provide a safe school environment and reduce suspensions.

Metric: Suspension rates (percentage of students receiving one or more suspensions).								Timelines / Data Submission / Audience	Actions
Student Groups (current enrollment)	Baseline 2024 CA Dashboard	2024-25* Projection	2025-26	2026-27	2027-28	2028-29	2029-30	Timelines: December 2025 December 2026 December 2027 December 2028 December 2029 Proposed Data Submission: – The California School Dashboard data Audience: ACOE Staff ACBOE	5.5
Overall	1.3	6%	3%	2%	2%	1.5%	1%		
Asian (196)	0%	1%	1%	1%	1%	1%	1%		
Black/African American (298)	1.3%	6.25%	4%	3%	2%	2%	1%		
Latino** (51)	0%	2.0%	1.5%	1.5%	1%	1%	1%		
Students with disabilities** (40)	0%	16.5%	8%	6%	4%	2%	2%		
English Learners (137)	1.6%	2.0%	2%	1%	1%	1%	1%		
Long-term English Learners** (13)	6.3%	8%	8%	6%	3%	3%	3%		
Socioeconomically Disadvantaged (438)	1.5%	4%	3%	3%	2%	1%	1%		
White** (29)	10.8%	14%	9%	6%	3%	3%	3%		

*Data Source - SIS attendance record showing students who have an in-school and out-of-school suspension record for the 2024-25 school year

**Due to the smaller population size, any suspensions within these groups result in a higher percentage representation.

- Analysis:** Although suspension rates are relatively low, there are groups of students that are being suspended disproportionately. We recognize that we have a disproportionate number of suspensions for students with IEPs this year and that Special education students cannot be suspended if their behavior is a manifestation of their disability. We are exploring root causes and solutions for this issue. White-identifying students (Arab/Arab-American) are being suspended at a greater rate than any other group and additional support is needed for this community.
- Strategy:** As stated above, we will use PBIS as a school-wide system to create a positive school environment and reduce suspensions. School and class rules will be posted and teachers will use the PBIS app to reward positive behavior and create referrals for positive discipline. This will be a requirement that all teachers are trained and implementing. We will also implement school-wide celebrations, student-led assemblies, on-going training for staff, students and families in conflict mediation and positive school culture (see policies and procedures), and increase training and support for implementing behavior plans of students with IEPs.
- Monitoring:** PBIS referrals will be used to intervene with students and families and reduce suspensions. PBIS walk-throughs will be conducted monthly to provide feedback to teachers and collect data on implementation.

Goal #6. Increase access for Latino students.

Metric: Latino Student Enrollment							Timelines / Data Submission / Audience	Actions
Targets	Baseline 2024 CA Dashboard	2025-26 Target	2026-27 Target	2027-28 Target	2028-29	2029-30	Timelines: December 2025 December 2026 December 2027 December 2028 December 2029 Proposed Data Submission: – Percent of Latino Students Enrolled – Number of new Kindergarten applications received from Latino families – Number of Latino Kindergarteners enrolled – Number of any new Latino applications received by grade Audience: ACOE Staff	6.1
Latino Student Enrollment Projection (Number of Students)	47 (7.6%)	56 (9%)	60 (9.7%)	62 (10%)	64 (10.3%)	66 (10.7%)		

- Analysis:** Although we have greatly increased our population of African American/Black students from 33.5% in 2019-20 to 48.3% in 2024-25 (+14.8pp in 5 years), the percentage of Latino students has remained low as compared to the public school population in Oakland. This process has afforded us the opportunity to more intentionally recruit Latino families.
- Strategy:** To provide greater access to the Latino community, we are developing Spanish language recruitment materials; launching our “Bienvenida” multi-media campaign including online advertising and Spanish media outlets; building partnerships with Latino community-based organizations; and hosting Spanish-language tours.
- Monitoring:** To improve our overall capacity to understand enrollment trends, in the 2025-26 school year we will deepen our capacity to analyze and proactively address our enrollment of student subgroups, including employing Live/Go data, developing systems to track students who leave AIMS, and developing strategies to recruit underrepresented students. To provide greater access to the Latino community, we are developing Spanish language recruitment materials; launching our “Bienvenida” multi-media campaign including online advertising and Spanish media outlets; building partnerships with Latino community-based organizations; and hosting Spanish-language tours.

Goal #7. Ensure all students are engaged in school by reducing chronic absenteeism.

Metric: Chronic absenteeism—percentage of students absent 10% or more of school days (19/187).								Timelines / Data Submission / Audience	Actions
Reduce Chronic Absenteeism	Baseline 2024 CA Dashboard	2024-25* Projection % of subgroup	2025-26	2026-27	2027-28	2028-29	2029-30	Timelines: December 2025 December 2026 December 2027 December 2028 December 2029 Proposed Data Submission: – The California School Dashboard data Audience: ACOE Staff ACBOE	7.1
Overall	15.1%	15.1%	13%	10%	9%	8%	7%		
Asian	4.2%	9.2%	7%	6%	5%	4%	3%		
Black/African American	13.2%	14.1%	12%	10%	9%	8%	7%		
Latino	38%	19.6%	15%	10%	9%	9%	8%		
Students w/ Disabilities	20.6%	23.0%	15%	10%	10%	10%	9%		
English Learner (EL)	16.8%	15.0%	12%	10%	9%	8%	7%		
Long-Term English Learner	25%	15.4%	12%	10%	10%	9%	9%		
Socioeconomically Disadvantaged	15.5%	15.0%	12%	10%	9%	8%	7%		
White	51.4%	32%	15%	10%	10%	9%	9%		
Two or more races	31.7%	27.27%	15%	10%	10%	9%	9%		

*Data Source - SIS Attendance records for the 2024–2025 school year, identifying students absent for 10% or more of enrolled instructional days.

- Analysis:** Students who are absent more than 10% of school days are less likely to succeed academically. Although chronic absenteeism has been dropping each year since the pandemic, too many students are missing school, especially within our specific communities. Many “White” (Arab-American) families have missed school due to travel and religious holidays. Travel has also been an issue for some Latino families. Some students with disabilities have missed school due to medical issues for which an independent study could have been utilized. Our goal is to have all groups under 10% chronic absence and school-wide at 7%.
- Strategy:** We are staffing a new Student and Family Support Coordinator who will monitor attendance and the SST process for students experiencing difficulties with attendance, and academics.. Attendance support will focus on SWD, Arab American and Latino students, groups with the highest rates of chronic absenteeism. This position will also lead attendance team meetings with the dean of students and attendance clerk, in addition to school-wide attendance practices such as celebration and assemblies. We will provide targeted support to current and past chronically-absent students, including home visits and SST meetings.
- Monitoring:** Attendance for targeted students will be monitored daily; all students will be monitored and reported weekly. Rates will be reviewed monthly by the school and district leadership and reported annually through the CA Dashboard.

Goal #8. All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth.

Metric: Average Distance From Standard (DFS) on SBAC (0=meeting standard)									Timelines / Data Submission / Audience	Actions
ELA Academic Targets	Increase (Points)*	Baseline 2023-24 CA DASHBOARD	2024-25 (DFS)	2025-26 (DFS)	2026-27 (DFS)	2027-28 (DFS)	2028-29 (DFS)	2029-30 (DFS)	Timelines: December 2025 December 2026 December 2027 December 2028 December 2029 Proposed Data Submission: – The California School Dashboard data Audience: ACBOE	8.1 8.2 8.3 8.4 8.5 8.6 8.7
All Students	3	38	41	44	47	50	53	56		
Black African American	3	35.5	39	42	45	48	51	54		
Asian	2	60.8	63	65	67	69	71	73		
Hispanic	6	-9.7	-4	2	8	14	20	26		
Two or More Races	6	-14.6	-9	-3	3	9	15	21		
Students w/ Disabilities	6	-65	-59	-53	-47	-41	-35	-29		
White	6	-38.3	-32	-26	-20	-14	-8	-2		
Long-term English Learners (LTEL)	6	-31.4	-25	-19	-13	-7	-1	5		
English Learners	3	16.2	19	22	25	28	31	34		
Socioeconomically Disadvantaged	3	38.4	41	44	47	50	53	56		
Math Academic Targets	Increase (Points)*	Baseline 2023-24 CA DASHBOARD	2024-25 (DFS)	2025-26 (DFS)	2026-27 (DFS)	2027-28 (DFS)	2028-29 (DFS)	2029-30 (DFS)	Timelines: December 2025 December 2026 December 2027 December 2028 December 2029 Proposed Data Submission: – The California School Dashboard data Audience: ACBOE	8.1 8.2 8.3 8.4 8.5 8.6 8.7
All Students	3	26.5	30	33	36	39	42	45		
Black African American	3	20.1	23	26	29	32	35	38		
Asian	2	55.7	58	60	62	64	66	68		
Hispanic	6	-22.7	-17	-11	-5	1	7	13		
Two or More Races	6	-14.1	-8	-2	4	10	16	22		
Students w/ Disabilities	6	-66.5	-61	-55	-49	-43	-37	-31		
White	6	-65	-59	-53	-47	-41	-35	-29		
Long-term English Learners (LTEL)	6	-32.7	-27	-21	-15	-9	-3	3		
English Learners	3	14.9	18	21	24	27	30	33		
Socioeconomically Disadvantaged	3	28.8	32	35	38	41	44	47		

*Targets set at a 3-point increase for all students and double the growth (6 pts.) for underperforming groups

- **Analysis:** Our largest groups of students (African American, Asian, Socio-economically disadvantaged) are all performing above grade level in ELA and Math—positive distance from standard (DFS) on the SBAC. However many student groups are currently performing below grade level, including students with disabilities, Hispanic and “white” (Arab/Arab-American) students. We expect continuous growth for all students and have set targets of +3 DFS points/year for all students and groups at grade level (positive DFS) and +2 for the highest performing group. To close achievement gaps, we have set targets of +6 DFS points/year (double the growth) for groups currently performing below grade level (negative DFS). Last year, all students increased 16.3 points DFS in ELA and 5.4 points DFS in Math from 2022-23 to 2023-24 SBAC.
- **Strategy:** AIPCS II has achieved positive outcomes for students due a culture of high-achievement; rigorous, standards-based instruction; and targeted assessment and intervention for students. We expect that all students will perform at/above grade level and consistently implement high-quality materials aligned to the standards (*Benchmark* in K-5 ELA, *Amplify* in grades 6-8 ELA; *Go Math* in K-5 and *Big Ideas Math* in grades 6-8). Materials are selected from a review of the highest achieving schools in California and teachers learn the curriculum and create an annual scope and sequence during BootCamp. Teachers have 2 hours of weekly professional development and 16 full days of PD and collaboration per year, including a release day each month. During this time they meet every 9 weeks to analyze quarterly interim assessments, adjust pacing guides and instructional plans for the next quarter, and plan interventions for students. AIPCS II will continue to improve its practice in using assessment data to target intervention based on the standards in which students need support. Interventions include Saturday school, after-school tutoring, Winter intersession and Summer School. AIPCS II has adopted the NWEA assessment and is also using SBAC interim assessments to predict SBAC performance and target support.
- **Monitoring:** AIPCS II staff monitor data and interventions for each student and student group. Data will be reported by student subgroups for internal analysis and annually through the CA dashboard.

Goal #8. English Learners reclassify within 6 years.

Metric: English Learner Progress* (ELPAC)								Timelines and Proposed Data Submission	Actions
English Learners	Baseline 2024 CA DASHBOARD	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Timelines: December 2025 December 2026 December 2027 December 2028 December 2029	8.1 8.2 8.3 8.4 8.5 8.6 8.7
All English Learners	37%	42%	50%	55%	60%	65%	70%		
Long Term English Learners	40%	45%	50%	55%	60%	65%	70%		
*Students who made sufficient progress (increasing one level or more on the or moving Low to High within level 2/3) on ELPAC. Level 1: Beginning Level 2: Developing (Low to High) Level 3: Expanding (Low to High) Level 4: Well developed								Proposed Data Submission: – The California School Dashboard data	
								Audience: ACOE Staff ACBOE	

- Analysis:** It is our goal to reduce and ultimately eliminate Long-term English Learners so all students are fluent in English and proficient in English Language Arts. It is the expectation that the majority of our ELs are meeting this goal by next year, increasing the amount each year after.
- Strategy:** We have been establishing systems and practices to accelerate the progress of English Learners. The *Benchmark Advance* curriculum includes high-quality designated and integrated English Language Development (ELD) components. Teachers review ELPAC data at the beginning of the year to understand language needs and provide integrated and designated ELD. Level 1 and 2 English Learners are provided additional, daily designated ELD by an ELD teacher outside of the core classroom. Data is used to target instruction for listening, reading, writing and speaking skills.
- Monitoring:** We will monitor data on EL progress within quarterly in ELD, ELA and other subject areas. English Learner Progress will be reported annually on the CA Dashboard and reviewed annually at the beginning of the school year.

Goal #8: Provide tiered supports to reduce retention.

Metric							Timelines / Data Submission / Audience	Actions
Student Retention	Baseline	2024-25*	2025-26	2026-27	2027-28	2028-29	Timelines: June 2026 June 2027 June 2028 June 2029 June 2030 Proposed Data Submission: – Student retention reports Audience: ACOE Staff ACBOE	8.1
Students with Disabilities*	3%	0	0	0	0	0		8.2
								8.3
General Education Students **	3%	2.5%	2%	1.5%	1.5%	1%		8.4
**Based on the revised AIMS board-approved retention policy, retention is no longer mandatory. *Per board policy, Sped not retained, and extra support is embedded in the IEP								8.5
								8.6
								8.7

*Data Source - SIS records for the 2023–2024 school year

- Analysis:** AIMS and AIPCS II have revised board policy to ensure that retention is not being used as an academic intervention or being required for families. Board policy now dictates that students with Individualized Education Plans (IEPs) shall not be retrained and that extra support must be provided in place of retention.
- Strategy:** It is communicated to parents/guardians with each monthly progress report that they are the decision makers regarding retention and AIPCS II makes every effort to provide support within the school year (after school/Saturday School) or Winter/Summer recess to ensure students can catch up academically. Retention is not recommended in most cases in which students are behind academically or socially, but rather used to inform services and support.
- Monitoring:** If retention is being considered, a meeting with the parents occurs every quarter at parent-teacher conferences and again 30 days prior to the end of the school year. The Superintendent will report to the AIMS board on regularly scheduled dashboard updates. An annual report will be provided ACOE annually in June.

Goal #9: Reduce midyear transfers.

Metric: Mid-year transfers (during the academic year: Aug - June)								Timelines / Data Submission / Audience	Actions
Student Group	Baseline 4/4/25*	2024-25** Projected	2025-26	2026-27	2027-28	2028-29	2029-30	Timelines: November 2025, February 2026, April 2026, June 2026 November 2026, February 2027, April 2027, June 2027 November 2027, February 2028, April 2028, June 2028 November 2028, February 2029, April 2029, June 2029 November 2029, February 2030, April 2030, June 2030 Proposed Data Submission: – Student exit reports – Exit survey Audience: ACOE Staff ACBOE	9.1 9.2 9.3
All Students	34	45	35	30	25	25	20		
Students with Disabilities (Not including NPS placement)	3	4	3	3	3	2	2		

*Data Source - P2 Attendance Report (4/4/2025) and monthly attendance reports submitted to OUSD

**Student attrition due to uncertainty surrounding the charter renewal

***This excludes 8th-grade students who were promoted after completing the highest grade level offered at the school

- **Analysis:** We have experienced larger numbers of transfers this year due to the pending status of AIPCS II charter. We anticipate that number will return to the baseline and will work to reduce each year after.
- **Strategy:** As named above, we will provide targeted academic and social support to ensure students succeed and remain at AIPCS II. This includes case management by the new student and family support coordinator with a focus on chronically absent students and students with Individualized Learning Plans (ILPs) through general education. We will also utilize our uniform complaints process to respond to parent concerns and conduct exit interviews to understand root causes when students choose to transfer.
- **Monitoring:** AIMS leadership and board will monitor transfers internally on a monthly basis and report to ACOE quarterly.

Goal #10: Ensure quality data for accurate reporting.

Metric							Timelines / Data Submission / Audience	Actions
	Baseline	2024-25	2025-26	2026-27	2027-28	2028-29		
CALPADS accuracy	No Data	No Data	97%	97%	98%	98%	Timelines: November 2025, February 2026, April 2026, June 2026	10.1 10.2 10.3 10.4
Accuracy rate of monthly attendance reporting	86%	86%	93%	93%	93%	100%	November 2026, February 2027, April 2027, June 2027 November 2027, February 2028, April 2028, June 2028	10.4 10.5
Timely CALPADS Submissions**	100%	100%	100%	100%	100%	100%	November 2028, February 2029, April 2029, June 2029 November 2029, February 2030, April 2030, June 2030 Proposed Data Submission: – Internal audit reports – Monthly meeting notes Audience: ACOE Staff	10.1 10.2 10.3

*Data Source -Monthly ADA submissions to OUSD

**CALPADS Submissions - Fall 1, Fall 2, and End of Year (EOY)

- Analysis:** Data quality issues in California Longitudinal Pupil Achievement Data System (CALPADS) are often caused by discrepancies in student information system (SIS) due to errors in parent input during registration or delays in internal data updates. These issues result in unmatched student records, duplicate SSIDs, and incorrect program participation coding. CALPADS Fall 1: Focuses on student demographics, enrollment, and program data; CALPADS Fall 2: Emphasizes course enrollment and staff assignments; CALPADS EOY: Includes discipline, attendance, and special programs.
- Strategy:** We use a year-round, multi-phase process to ensure CALPADS data accuracy. Upon registration, student information is reviewed and validated using CALPADS records to identify potential mismatches, duplicate SSIDs, or missing fields. Discrepancies are corrected within the SIS and re-synced to CALPADS. Dedicated audits occur ahead of each submission window: Fall 1: August–October; Fall 2: November–January; EOY: April–June. Monthly audits track demographic accuracy, enrollment updates, and staff/course alignment. Issues are logged and reviewed in monthly data quality meetings. We follow the CALPADS submission timeline strictly, ensuring timely certification of Fall 1, Fall 2, and EOY files.

- **Monitoring:** We will compile and review monthly attendance audit reports to identify and address emerging data issues promptly. To support ongoing data quality, we will hold monthly data review meetings, during which all corrective actions and resolutions will be documented. CALPADS submissions will be closely tracked against state deadlines to ensure timely certification of all required files.

III. Appendices: Policies and Procedures

1. Ensure MOU conditions are met through reporting to ACOE.

ACTION	DESCRIPTION	Owner	DUE DATE
1.1 MOU	Finalize MOU among AIMS, the County Board of Education, and the County Superintendent.	– AIMS Board – ACOE Superintendent	June 10, 2025
1.2 Semi-Annual Report	 Standard Operating Procedure (SOP): Preparing and S...	– AIMS Board – AIMS Superintendent	June 30, 2025-2030 October 30, 2025-2030 January 30, 2026-2030 April 30, 2026-2030

2. Ensure effective governance and operations.

ACTION	DESCRIPTION	Owner (from AIMS)	DUE DATE
2.1 Communication with Superintendent	 Standard Operating Procedure (SOP) : Communi...	– Board – Superintendent	May 30, 2025 Ongoing
2.2 Organizational Effectiveness	 Standard Operating Procedure (SOP) : Utilizing ...	– Board – Superintendent	June 30, 2025
2.3 Board Development	 Governance Training Timeline	– Board Executive Assistant and Board President	June 30, 2025, and biannually Ongoing
2.4 LCAP Special Education and SPSA Plan Alignment	 Standard Operating Procedure (SOP): Ensuring ...	– Board – Superintendent – Director of Schools – Director of Health & School Support Service – Director of Special Education	June 30, 2025-2026
2.5 Progress Monitoring Dashboard	 AIMS Board Dashboard SOP	– Board President – Superintendent	July 30, 2025 (creation and initial kick-off) then 10 times per year
2.6 Shared governance by incorporating student	 Standard Operating Procedure (SOP) : AIMS Par...  Staff and Faculty Advisory Council SOP	– Board Officers – Board Executive Assistant	September 2024

leadership, parent leadership, and staff and faculty leadership	 Standard Operating Procedure (SOP) for AIMS St...		
2.7 Board Knowledge and Attendance	 Standard Operating Procedure (SOP): AIMS Boar...	– Board President – Board Vice President	June 2025 Ongoing
2.8 Board's Relationship with the ACOE board and staff	 Standard Operating Procedure (SOP) : AIMS Boa...	– Board President – Board Vice President	May 2025 and quarterly Ongoing
2.9 Board's support and evaluation of the Superintendent	 Standard Operating Procedure (SOP) : Board Su...	– Board President – Superintendent	July December May 2025-2030
2.10 Investigation Complaints made to ACOE or to AIMS	Standard Operating Procedure (SOP): Addressing Complaints is still in development	– Ombudsman	July 2025 Ongoing
2.11 Adopt Superintendent Competencies Framework	 Standard Operating Procedure (SOP):Adopt Sup...	– Board President – Board Vice-President	June 2025
2.12 Superintendent Cabinet and Convening Teams	 Standard Operating Procedure (SOP): Weekly Se...	– Superintendent – Superintendent Executive Assistant	July 2022 Ongoing

3. Increase access for students with disabilities.

ACTION	DESCRIPTION	Owner (from AIMS)	DUE DATE
3.1 Foster & SPED Family Affinity Support	 Standard Operating Procedure (SOP) : Spe...	– Director of Special Education – Manager of Special Education	May 2025 Ongoing
3.2 Special Education Enhanced Program	 Standard Operating Procedure (SOP) : Al...	– Director of Special Education – Manager of Special Education	July 2025 Ongoing
3.3 Special Education Summer Program & Outreach	 Standard Operating Procedure (SOP) Title...	– Director of Special Education – Director of Academics and Data – Director of Schools	July 30, 2025-2030
3.4 Strengthen Multi-Tiered Systems of Support	 Standard Operating Procedure (SOP) : Al...	– Director of Special Education – Manager of Special Education	September 30, 2025, then annually by June 30
3.5 Strengthen Student Success Team (SST) Process	 Standard Operating Procedure (SOP): Stu...	– Director of Academics and Data – Director of Schools	April 2025 Ongoing
3.6 Child Find	 Standard Operating Procedure (SOP) : Chi...	– Director of Special Education – Director of Schools	Monthly 2025-2030
3.7 Increase Collaboration with General Education and Professional Development	 Standard Operating Procedure (SOP) Incr...	– Director of Special Education – Director of Academics and Data – Director of Schools	Bimonthly beginning April 2025 Quarterly PD Sessions Beginning August 2025
3.8 SpEd Student Recruitment	 SOP for Recruitment of Students in Need ...	– Director of Special Education – Director of Marketing, Communications, and Recruitment	March 2025 Ongoing

4. Ensure teachers are highly qualified.

ACTION	DESCRIPTION	Owner (from AIMS)	DUE DATE
4.1 Provide financial support for teachers to earn credentials	 Standard Operating Procedure (SOP) : Financial...	– CBO – Director of Schools	April 2025-2030
4.2 Provide teachers tiered support to earn credentials	 Standard Operating Procedure (SOP): AIMS Cred...	– Director of Health & School Support Service – Credential Analyst	March, June, August, November 2025-2030
4.3 Provide 1:1 counseling and check-ins to ensure teacher progress in credentialing	 Standard Operating Procedure (SOP) : Providing...	– Director of Health & School Support Service – AIMS Credential Analyst	Monthly August - June 2025-2030
4.4 Implement New Teacher Compensation Schedule and Hiring Bonus	 Standard Operating Procedure (SOP): Implemen...	– CBO – HR – Director of Compliance	July 1, 2025 Ongoing
4.5 Prioritize Hiring Credentialed Teachers	 Standard Operating Procedure (SOP) for Prioritiz...	– Director of Schools – Director of Marketing, Communications, and Recruitment – Director of Compliance	July 1, 2025 Ongoing
4.6 Monitor Credential Data, including use of Emergency Permits	 Standard Operating Procedure (SOP):Weekly Se...	– Director of Health & School Support Service – Credential Analyst	Ongoing

5. Provide a safe school environment.

ACTION	DESCRIPTION	Owner (from AIMS)	DUE DATE
5.1 Strengthen Drop-Off and Pick-Up Procedures	 Standard Operating Procedure (SOP) : Drop-Off and Pi... Updated 4.17.25:  SOP K-5 Dismissal Policy  SOP Middle School Dismissal Plan Student/Family Traffic Safety Survey: Survey will be administered quarterly for feedback. The survey will be sent via ParentSquare, via APU, and a QR code will be created for parents to complete during pick up time while waiting for their student.	– Director of Schools – Dean of Students – Coordinator of Risk Management – Parents United Leadership	April 2025-2030
5.2 Safety Audits and Facility Monitoring Metrics	 School Safety/Risk Assessment Checklist Review SOP....	– Coordinator of Risk Management – Facilities Manager	June and December 2025-2030
5.3 Safety Training and Participation Metrics	 Standard Operating Procedure (SOP): Safety Training a...	– Director of Compliance – Director of Schools – Director of Health & School Support Service	Monthly 2025-203 Surveys - April 2025-2030
5.4 Incident Reporting	 Standard Operating Procedures AIMS K-12 - Workers C...	– Director of Schools – Coordinator of Risk Management – AIMS Director of Health & School Support Service	August 2025 training Reporting- Ongoing
5.5 Healthy School Climate	 Standard Operating Procedure (SOP): Healthy School ... Updated 4.18.25:  SOP: Suspension	– Director of Schools – Coordinator of Student Activities – Dean of Students	Ongoing

6. Increase access for Latino students.

ACTION	DESCRIPTION	Owner (from AIMS)	DUE DATE
6.1 Latino Student Enrollment Outreach	 Standard Operating Procedure (SOP) : Enhancin...	– Director of Marketing, Communications, and Recruitment	Quarterly - October, January, April, June 2025-2030

7. Ensure all students are engaged in school by reducing chronic absenteeism.

ACTION	DESCRIPTION	Owner (from AIMS)	DUE DATE
7.1 Reduce Chronic Absenteeism	 Standard Operating Procedure (SOP): Reducing ...	– Director of Schools – Head of Academics – Dean of Students	Quarterly - October, January, April, June 2025-2030

8. All students meet/exceed standards in ELA and Math.

ACTION	DESCRIPTION	Owner (from AIMS)	DUE DATE
8.1 Diagnostic Tests	 Standard Operating Procedure (SOP): Administe...	– Director of Schools – Director of Data and Academics	The first 3 weeks of every school year
8.2 Data Dives	 Standard Operating Procedure (SOP): AIMS Data...	– Director of Schools – Director of Data and Academics	At the end of every Academic Quarter (dates will range based on academic year) 2025-2030
8.3 Academically Focused Professional Development	 Standard Operating Procedure (SOP): Academic...	– Director of Schools – Director of Data and Academics	Boot Camp (2 weeks before school starts) Staff Development Days (dates change with the academic years) 2025-2030
8.4 Academic Saturday Schools	 Standard Operating Procedure (SOP) Title: Guid...	– Director of Schools	Saturday after the first 3 weeks of school (excluding holiday breaks) 2025-2030
8.5 After-School Tutoring	 Standard Operating Procedure (SOP) for After S...	– Director of Schools – Classroom Teachers	Every Monday-Friday after the first 3 weeks of school,

			2025-2030
8.6 Summer School	 Standard Operating Procedure (SOP): Summer ...	– Director of Schools	3 weeks in July and before August 1st, annually, 2025-2030
8.7 Quarterly Benchmarks	 Standard Operating Procedure (SOP) Title: Con...	– Director of Schools – Director of Data and Academics	At the end of Quarters 1-3 2025-2030

9. Reduce midyear transfers.

ACTION	DESCRIPTION	Owner (from AIMS)	DUE DATE
9.1 Exit Interviews	 Student Exit Interview SOP (Standard Operating Proce...	– Enrollment Analyst	Ongoing 2025-2030
9.2 Academic, Attendance and Discipline Data	 Standard Operating Procedure (SOP): Monitoring Aca...	– Dean of Students – Enrollment Analyst	Monthly 2025-2030
9.3 Data Reporting to the AIMS Board	 Standard Operating Procedure (SOP) :Data Reporting ...	– Superintendent – Director of Schools	Monthly 2025-2030

10. Ensure quality data for reporting.

ACTION	DESCRIPTION	Owner (from AIMS)	DUE DATE
10.1 Internal Audits of Student Data	 Standard Operating Procedure (SOP) for Quarterly Int...	– Director of Health & School Support Services	Quarterly 2025-2030
10.2 Use of Level Data Plug-In	 Standard Operating Procedure (SOP) for Using the Lev...	– Director of Health & School Support Services	July 2025-2030
10.3 CALPADS pre-certification error reviews and error tracking and monitoring	 Standard Operating Procedure (SOP): CALPADS Prece...	– Director of Health & School Support Services	Fall 1: November 2025-2030 Fall 2: January 2026-2030 EOY: July 2025-2030
10.4 Attendance Audits	 Standard Operating Procedure (SOP) for Conducting ...	– Director of Health & School Support Services – Enrollment Analyst	Ongoing 2025-2030
10.5 Monthly attendance meetings	 Standard Operating Procedure (SOP) Procedure Title: ...	– Director of Health & School Support Services – Enrollment Analyst	Monthly 2025-2030

11. Set expectations and develop site leadership.

ACTION	DESCRIPTION	Owner (from AIMS)	DUE DATE
11.1 Expectations and Development of AIMS Leaders	 Standard Operating Procedure (SOP) for Expectations ...	– Superintendent – Director of Schools	April 2025 Ongoing

12. Employ a comprehensive data collection process and cycle of inquiry.

ACTION	DESCRIPTION	Owner (from AIMS)	DUE DATE
10.1 Employ collection data collection and analysis process (quarterly)	 Comprehensive Data Collection and Analysis SOP	– Director of Health & School Support Services	Quarterly 2025-2030

AIMS will utilize quarterly cycles of inquiry to 1) **analyze** data, 2) **reflect** on the impact of practices during the previous cycle, 3) **plan** for the next cycle, and 4) **implement** (including monitoring data during the next cycle). Teacher PD days and on-going meeting structures will be used to hold “Data Summits” at the end of each cycle.

Below are examples of teams at AIMS and data that will be analyzed

Team	Data
Teacher Teams: Grade span (K-2, 3-5, 6-8) and subject area (6-8)	NWEA Map, SBAC IABs, Curriculum-embedded assessments, PBIS
Attendance Team	Attendance and chronic absenteeism by student, group and school
Student Study Team	PBIS referrals, academic referrals, attendance, academic data by student
Instructional Leadership Team	NWEA Map, SBAC IABs, SBAC, ELPAC
Cabinet	Safety, School Climate, Academic Data (including above indicators)
Board of Directors	All measures reported to ACOE

Coversheet

Executive Director JD/ Extended Contract Agreement

Section: II. Action Items
Item: B. Executive Director JD/ Extended Contract Agreement
Purpose: Vote

Submitted by:

Related Material:

Job Classification Comparison FY24-25 - Job Category Key.pdf
Executive Director Extended Work Agreement - AIMS Board Submission.pdf
Executive Director JD OPT.2 - AIMS Board Submission.pdf
Executive Director JD - AIMS Board Submission.pdf
Executive Director OPT.2 Extended Work Agreement - AIMS Board Submission.pdf

Director	Manager	Coordinator
<i>Positions Included</i> Director of Program Compliance Director of Health and School Support Services Director of Academic Data and Performance Director of Marketing Director of Schools Director of Business Operations Director of Special Education Director of ELOP	<i>Positions Included</i> Ombudsman Compliance Manager Facilities Manager SPED Program Compliance Manager	<i>Positions Included</i> Human Resource and Employee Relations Coordinator Business Services Coordinator (Payables) Business Services Coordinator (Payroll/Credit Cards) Food Service Coordinator Benefits & Risk Management Coordinator Health Coordinator Technology Coordinator Coordinator of Public Affairs and Recruitment Coordinator (Webmaster and Content Creator) ELD Coordinator College Bound Kids Coordinator K-12 Student Activity Coordinator ELOP Coordinator
Key Differentiators		
Directors are focused on overall strategy and leadership across broad areas, such as multiple programs, departments, or divisions. They have final decision-making authority and are responsible for creating and implementing long-term strategic goals.	Managers focus on implementing strategy within a specific area, with a focus on operational execution. They may have decision-making power within their domain, but they are often required to follow directives from Directors or higher-level leadership.	Coordinators focus on the execution and management of specific programs or initiatives with a more hands-on role in daily operations. They typically have less authority over broader strategic decisions and often serve as the liaison between departments, staff, and leadership.
Key Elements		

Leadership & Oversight: Directors provide high-level leadership and strategic direction, ensuring alignment with organizational goals. They supervise teams and oversee entire programs or departments.	Leadership & Oversight: Managers lead teams or specific departments and ensure the smooth operation of day-to-day functions within their domain.	Program & Event Coordination: Coordinators focus on the operational aspects of programs or events, ensuring that they are well-organized and executed according to plan.
Policy & Compliance: Directors are responsible for ensuring comprehensive adherence to AIMS policies, laws, and regulations across their areas of responsibility.	Policy & Compliance Management: Similar to Directors, Managers ensure adherence to relevant policies and regulations, though on a more tactical level, enforcing compliance at the departmental level.	Policy & Compliance Management: Similar to Managers and Directors, Coordinators ensure adherence to applicable regulations, but they often focus on ensuring compliance at the operational level within specific programs or events.
Budget & Resource Management: Directors manage large-scale financial oversight, including budget development, resource allocation, and ensuring compliance with financial regulations.	Budget & Resource Management: They manage departmental budgets, ensuring that financial resources are used effectively and in compliance with organizational standards.	Budget & Resource Management: In some cases, coordinators are involved in financial oversight, though their budget management is often at a smaller scale compared to managers and directors.
Stakeholder Engagement: Directors interact with key internal and external stakeholders, playing a role in partnerships and high-level communications to drive program success.	Stakeholder Communication & Coordination: Managers act as a liaison between the staff, leadership, and sometimes external stakeholders, ensuring effective communication across departments.	Stakeholder Engagement & Collaboration: Coordinators often work closely with a variety of stakeholders (students, parents, faculty, community members) to ensure the success of their specific programs or events.
Strategic Planning & Decision-Making: Directors are responsible for shaping long-term strategies, making decisions that affect the broader organization's goals and operational efficiency.	Strategic Planning & Program Implementation: While Directors focus on long-term strategies, Managers are responsible for implementing these strategies on the ground, adapting them as needed for their specific teams or areas.	Student Engagement & Academic Support: In roles such as educational or student coordinators, there is a direct emphasis on supporting students through engagement, academic, or extracurricular initiatives.

Professional Development & Supervision: They oversee staff development, performance management, and professional growth across the departments they lead.	Training & Professional Development: Managers are responsible for staff training and professional development, ensuring team members are equipped to fulfill their duties.	Training & Staff Support: While Coordinators may provide staff training and support, their role is typically less supervisory, often acting as mentors or facilitators rather than managers.
Communication & Reporting: Directors serve as the primary communicators, ensuring transparency and accountability within their areas of oversight.	Data Analysis & Reporting: Managers analyze operational data and provide reports that inform decisions within their department or team.	Data Tracking & Reporting: Coordinators handle the detailed tracking of program data, ensuring that performance metrics, attendance, and compliance are recorded and reported.
Operational Efficiency: They ensure that systems and processes are in place to drive efficiency and optimize operations at a high level.	Problem-Solving & Decision-Making: Managers are often tasked with resolving issues that arise within their areas, applying critical thinking and problem-solving skills.	Multi-Site & Cross-Department Collaboration: Coordinators frequently work across multiple sites or departments to ensure consistent program delivery and communication.

Summary of Differentiation:

- **Directors** focus on **strategy**, long-term goals, and leadership of large teams or departments, with an emphasis on **high-level decision-making**.
- **Managers** are responsible for **implementing strategies**, overseeing the operations of specific departments, and ensuring day-to-day functions run smoothly.
- **Coordinators** are heavily involved in **operational tasks**, supporting specific programs or events, and working closely with both staff and external stakeholders to ensure success at the programmatic level.

While all roles share elements like leadership, compliance, and communication, the primary difference lies in the **scope of responsibility** and **strategic authority** at each level. Directors focus on the broad vision, Managers handle execution within defined parameters, and Coordinators focus on operational support and day-to-day management of specific tasks.



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

Submitter Information

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

Item Details

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

Approvals

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

Committee Review

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

 If no: Explain why:

Deadline Information

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

Financial Information (if applicable):

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

Extended Work Contract Amendment Agreement 2024-2025

This Stipend Rate Amendment Agreement ("Stipend Rate Amendment") is entered into by and between AIMS K-12 Charter District, located at 171 12th St. Oakland, CA 94607 ("AIMS"), and **Julia Li** ("Employee," collectively, "Parties") concerning additional duties beyond the existing contract.

WHEREAS, the Parties entered into an employment agreement for the 2024-2025 school year ("**Extended Work**");

WHEREAS, Employee agrees to perform 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: **Extended Work - Acting Up (Executive Director)**
 - a. In this role, you will provide direction and guidance during the transition period, focusing on aligning the school's human resources, systems and structures to successfully executing the AIMS ACOE MOU.
 - b. Manage day-to-day operations, ensuring the schools and departments run smoothly and effectively.
 - c. Stakeholder communication: Keep the board, staff, families and community informed about key decisions and developments.
 - d. Implement changes and address challenges while deepening Special Education programming and ensuring a smooth transition to a permanent CEO
 - e. Performance management: Implement performance management systems with leadership to track progress toward MOU metrics. Evaluate performance, identify areas for improvement, and implement solutions.
 - f. Financial Management: Oversee budgets, ensure financial stability, and address any financial concerns.
 - g. Team Leadership: Lead and support staff, fostering a positive and productive work environment. Develop strategic leadership of the senior team.
 - h. Develop and implement short-term operational plans: Address immediate organizational needs and priorities.
 - i. Work with the board to develop a search process for a permanent CEO: Provide input and support for the search process.
 - j. Prepare for and participate in meetings with the board: Provide updates and recommendations and maintain relationships with key stakeholders: Including staff, students, parents, and community members.
 - k. Ensure compliance with all relevant laws and regulations: Including those related to charter schools.
 - l.
 - m. You will Provide ongoing guidance and assistance to Interns at school sites.
 - n. Support the development and implementation of assessment, teaching, and classroom management strategies.
 - o. Select and provide appropriate instructional materials, accommodations, adaptations, and modifications.

- p. Utilize district online platforms and integrated technology for communication and instructional purposes.
 - q. Engage in daily and weekly planning and co-teaching as applicable.
 - r. Demonstrate mastery of teaching performance expectations.
 - s. Reflect on and improve intern teacher practice through a coaching model.
 - t. Maintain a schedule of appointments and attend ongoing support provider training.
2. These additional duties are beyond the scope of the Employee's existing Employment Agreement and may be performed before or after regular school hours;
 3. In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee an annual stipend of **\$3,400** to be paid pro-rata at the end of each semester. Effective Dates; Start Date: 5/27/25 - End Date: 6/30/25
 4. Payment shall be conditioned on Employee submitting 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. The Stipend Pay Rate shall only be paid for services performed pursuant to this Amendment; absent a written Amendment, no compensation shall be owed.
 7. This Agreement shall become effective only upon approval by AIMS' Governing Board.

It is so agreed.

Employee

Date

Direct Supervisor

Date

Superintendent

Date

AIMS Board President

Date

Extended Work Contract Amendment Agreement 2024-2025

This Stipend Rate Amendment Agreement ("Stipend Rate Amendment") is entered into by and between AIMS K-12 Charter District, located at 171 12th St. Oakland, CA 94607 ("AIMS"), and **Jimmie Brown** ("Employee," collectively, "Parties") concerning additional duties beyond the existing contract.

WHEREAS, the Parties entered into an employment agreement for the 2024-2025 school year ("**Extended Work**");

WHEREAS, Employee agrees to perform 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: **Extended Work - Acting Up (Executive Director)**
 - a. In this role, you will provide direction and guidance during the transition period, focusing on aligning the school's human resources, systems and structures to successfully executing the AIMS ACOE MOU.
 - b. Manage day-to-day operations, ensuring the schools and departments run smoothly and effectively.
 - c. Stakeholder communication: Keep the board, staff, families and community informed about key decisions and developments.
 - d. Implement changes and address challenges while deepening Special Education programming and ensuring a smooth transition to a permanent CEO
 - e. Performance management: Implement performance management systems with leadership to track progress toward MOU metrics. Evaluate performance, identify areas for improvement, and implement solutions.
 - f. Financial Management: Oversee budgets, ensure financial stability, and address any financial concerns.
 - g. Team Leadership: Lead and support staff, fostering a positive and productive work environment. Develop strategic leadership of the senior team.
 - h. Develop and implement short-term operational plans: Address immediate organizational needs and priorities.
 - i. Work with the board to develop a search process for a permanent CEO: Provide input and support for the search process.
 - j. Prepare for and participate in meetings with the board: Provide updates and recommendations and maintain relationships with key stakeholders: Including staff, students, parents, and community members.
 - k. Ensure compliance with all relevant laws and regulations: Including those related to charter schools.
 - l.
 - m. You will Provide ongoing guidance and assistance to Interns at school sites.
 - n. Support the development and implementation of assessment, teaching, and classroom management strategies.
 - o. Select and provide appropriate instructional materials, accommodations, adaptations, and modifications.

- p. Utilize district online platforms and integrated technology for communication and instructional purposes.
 - q. Engage in daily and weekly planning and co-teaching as applicable.
 - r. Demonstrate mastery of teaching performance expectations.
 - s. Reflect on and improve intern teacher practice through a coaching model.
 - t. Maintain a schedule of appointments and attend ongoing support provider training.
2. These additional duties are beyond the scope of the Employee's existing Employment Agreement and may be performed before or after regular school hours;
 3. In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee an annual stipend of **\$3,800** to be paid pro-rata at the end of each semester. Effective Dates; Start Date: 5/27/25 - End Date: 6/30/25
 4. Payment shall be conditioned on Employee submitting 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. The Stipend Pay Rate shall only be paid for services performed pursuant to this Amendment; absent a written Amendment, no compensation shall be owed.
 7. This Agreement shall become effective only upon approval by AIMS' Governing Board.

It is so agreed.

Employee

Date

Direct Supervisor

Date

Superintendent

Date

AIMS Board President

Date



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

Submitter Information

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

Item Details

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

Approvals

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

Committee Review

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

 If no: Explain why:

Deadline Information

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

Financial Information (if applicable):

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



AIMS K-12 College Prep Charter District

AIMS K-12 College Prep Charter District 171 12th
Street, Oakland, CA 94607

T : 510-893-8701 | F : 510-893-0345

Title: Executive Director

Category: Classified Management

Work Year: 12 Months

Employment Type: Full Time

Work Location: AIMS K-12 Charter District

Starting Range: \$175,000.00 - \$188,524.70

FLSA: Exempt

Supervisor: Board of Directors or Designee

JOB GOALS:

The Board of Directors of AIMS K-12 College Prep Charter District seeks an Interim Executive Director to lead the organization through a dynamic and exciting phase of its history. One of Oakland's first charter schools, AIMS has grown into a diverse and high performing network of three award-winning schools serving 1,300 students. In its next phase, AIMS will expand its vision and programming for Special Education and actualize its commitment to strategic, data-driven leadership and compliance while building on the robust talent and many strengths in its schools.

We seek a leader who will bring focus to the unification of the school communities, addressing immediate needs of alignment to the AIMS ACOE MOU, and working with the board to transition to a permanent leader. Key responsibilities include strategic leadership, operational oversight, and effective communication with stakeholders.

The role commences June 1, 2025 through June 30, 2026.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below.

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

ESSENTIAL JOB DUTIES:

- **Strategic Leadership:** Provide direction and guidance during the transition period, focusing on aligning the school's human resources, systems and structures to successfully executing the AIMS ACOE MOU.
- **Operational Oversight:** Manage day-to-day operations, ensuring the schools and departments run smoothly and effectively.
- **Stakeholder Communication:** Keep the board, staff, families and community informed about key decisions and developments.
- **Change Management:** Implement changes and address challenges while deepening Special Education programming and ensuring a smooth transition to a permanent CEO.
- **Performance Management:** Implement performance management systems with leadership to track progress toward MOU metrics. Evaluate performance, identify areas for improvement, and implement solutions.
- **Financial Management:** Oversee budgets, ensure financial stability, and address any financial concerns.
- **Team Leadership:** Lead and support staff, fostering a positive and productive work environment. Develop strategic leadership of the senior team.
- **Specific Tasks and Responsibilities:**

- Develop and implement short-term operational plans: Address immediate organizational needs and priorities.
- Review internal processes and procedures: Identify areas for improvement and implement changes.
- Work with the board to develop a search process for a permanent CEO: Provide input and support for the search process.
- Prepare for and participate in meetings with the board: Provide updates and recommendations. and maintain relationships with key stakeholders: Including staff, students, parents, and community members.
- Ensure compliance with all relevant laws and regulations: Including those related to charter schools.
- Perform all other duties as assigned.

QUALIFICATIONS:

- **Proven leadership experience:** Demonstrated ability to lead and manage teams effectively.
- **Strong communication and interpersonal skills:** Ability to communicate effectively with diverse audiences.
- **Experience in education or non-profit settings:** Knowledge of the charter school landscape is beneficial.
- **Experience in change management:** Ability to navigate transitions and implement changes.
- **Financial management skills:** Ability to manage budgets and ensure financial stability.
- **Problem-solving and decision-making skills:** Ability to analyze situations and make sound decisions.
- **Ability to work independently and collaboratively:** Ability to work with minimal supervision and as part of a team.

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 30 Walking: 20 Sitting: 50

Minimum Body Movement (Frequency):

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

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

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

Climbing Ladders: 0 Climbing Stairs: 2

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

Effective:

Board Approved: Pending Board Approval



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

Submitter Information

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

Item Details

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

Approvals

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

Committee Review

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

 If no: Explain why:

Deadline Information

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

Financial Information (if applicable):

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



AIMS K-12 College Prep Charter District

AIMS K-12 College Prep Charter District 171 12th
Street, Oakland, CA 94607

T : 510-893-8701 | F : 510-893-0345

Title: Executive Director

Category: Classified Management

Work Year: 12 Months

Employment Type: Full Time

Work Location: AIMS K-12 Charter District

Starting Range: \$200,000.00 - \$215,456.80

FLSA: Exempt

Supervisor: Board of Directors or Designee

JOB GOALS:

The Board of Directors of AIMS K-12 College Prep Charter District seeks an Interim Executive Director to lead the organization through a dynamic and exciting phase of its history. One of Oakland's first charter schools, AIMS has grown into a diverse and high performing network of three award-winning schools serving 1,300 students. In its next phase, AIMS will expand its vision and programming for Special Education and actualize its commitment to strategic, data-driven leadership and compliance while building on the robust talent and many strengths in its schools.

We seek a leader who will bring focus to the unification of the school communities, addressing immediate needs of alignment to the AIMS ACOE MOU, and working with the board to transition to a permanent leader. Key responsibilities include strategic leadership, operational oversight, and effective communication with stakeholders.

The role commences June 1, 2025 through June 30, 2026.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below.

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

ESSENTIAL JOB DUTIES:

- **Strategic Leadership:** Provide direction and guidance during the transition period, focusing on aligning the school's human resources, systems and structures to successfully executing the AIMS ACOE MOU.
- **Operational Oversight:** Manage day-to-day operations, ensuring the schools and departments run smoothly and effectively.
- **Stakeholder Communication:** Keep the board, staff, families and community informed about key decisions and developments.
- **Change Management:** Implement changes and address challenges while deepening Special Education programming and ensuring a smooth transition to a permanent CEO.
- **Performance Management:** Implement performance management systems with leadership to track progress toward MOU metrics. Evaluate performance, identify areas for improvement, and implement solutions.
- **Financial Management:** Oversee budgets, ensure financial stability, and address any financial concerns.
- **Team Leadership:** Lead and support staff, fostering a positive and productive work environment. Develop strategic leadership of the senior team.
- **Specific Tasks and Responsibilities:**

- Develop and implement short-term operational plans: Address immediate organizational needs and priorities.
- Review internal processes and procedures: Identify areas for improvement and implement changes.
- Work with the board to develop a search process for a permanent CEO: Provide input and support for the search process.
- Prepare for and participate in meetings with the board: Provide updates and recommendations. and maintain relationships with key stakeholders: Including staff, students, parents, and community members.
- Ensure compliance with all relevant laws and regulations: Including those related to charter schools.
- Perform all other duties as assigned.

QUALIFICATIONS:

- **Proven leadership experience:** Demonstrated ability to lead and manage teams effectively.
- **Strong communication and interpersonal skills:** Ability to communicate effectively with diverse audiences.
- **Experience in education or non-profit settings:** Knowledge of the charter school landscape is beneficial.
- **Experience in change management:** Ability to navigate transitions and implement changes.
- **Financial management skills:** Ability to manage budgets and ensure financial stability.
- **Problem-solving and decision-making skills:** Ability to analyze situations and make sound decisions.
- **Ability to work independently and collaboratively:** Ability to work with minimal supervision and as part of a team.

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 30 Walking: 20 Sitting: 50

Minimum Body Movement (Frequency):

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

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

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

Climbing Ladders: 0 Climbing Stairs: 2

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

Effective:

Board Approved: Pending Board Approval



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

Submitter Information

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

Item Details

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

Approvals

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

Committee Review

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

 If no: Explain why:

Deadline Information

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

Financial Information (if applicable):

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

Extended Work Contract Amendment Agreement 2024-2025

This Stipend Rate Amendment Agreement ("Stipend Rate Amendment") is entered into by and between AIMS K-12 Charter District, located at 171 12th St. Oakland, CA 94607 ("AIMS"), and **Julia Li** ("Employee," collectively, "Parties") concerning additional duties beyond the existing contract.

WHEREAS, the Parties entered into an employment agreement for the 2024-2025 school year ("**Extended Work**");

WHEREAS, Employee agrees to perform 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: **Extended Work - Acting Up (Executive Director)**
 - a. In this role, you will provide direction and guidance during the transition period, focusing on aligning the school's human resources, systems and structures to successfully executing the AIMS ACOE MOU.
 - b. Manage day-to-day operations, ensuring the schools and departments run smoothly and effectively.
 - c. Stakeholder communication: Keep the board, staff, families and community informed about key decisions and developments.
 - d. Implement changes and address challenges while deepening Special Education programming and ensuring a smooth transition to a permanent CEO
 - e. Performance management: Implement performance management systems with leadership to track progress toward MOU metrics. Evaluate performance, identify areas for improvement, and implement solutions.
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 - g. Team Leadership: Lead and support staff, fostering a positive and productive work environment. Develop strategic leadership of the senior team.
 - h. Develop and implement short-term operational plans: Address immediate organizational needs and priorities.
 - i. Work with the board to develop a search process for a permanent CEO: Provide input and support for the search process.
 - j. Prepare for and participate in meetings with the board: Provide updates and recommendations and maintain relationships with key stakeholders: Including staff, students, parents, and community members.
 - k. Ensure compliance with all relevant laws and regulations: Including those related to charter schools.
 - l.
 - m. You will Provide ongoing guidance and assistance to Interns at school sites.
 - n. Support the development and implementation of assessment, teaching, and classroom management strategies.
 - o. Select and provide appropriate instructional materials, accommodations, adaptations, and modifications.

- p. Utilize district online platforms and integrated technology for communication and instructional purposes.
 - q. Engage in daily and weekly planning and co-teaching as applicable.
 - r. Demonstrate mastery of teaching performance expectations.
 - s. Reflect on and improve intern teacher practice through a coaching model.
 - t. Maintain a schedule of appointments and attend ongoing support provider training.
2. These additional duties are beyond the scope of the Employee's existing Employment Agreement and may be performed before or after regular school hours;
 3. In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee an annual stipend of **\$1,300** to be paid pro-rata at the end of each semester. Effective Dates; Start Date: 5/27/25 - End Date: 6/30/25
 4. Payment shall be conditioned on Employee submitting 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. The Stipend Pay Rate shall only be paid for services performed pursuant to this Amendment; absent a written Amendment, no compensation shall be owed.
 7. This Agreement shall become effective only upon approval by AIMS' Governing Board.

It is so agreed.

Employee

Date

Direct Supervisor

Date

Superintendent

Date

AIMS Board President

Date

Extended Work Contract Amendment Agreement 2024-2025

This Stipend Rate Amendment Agreement ("Stipend Rate Amendment") is entered into by and between AIMS K-12 Charter District, located at 171 12th St. Oakland, CA 94607 ("AIMS"), and **Jimmie Brown** ("Employee," collectively, "Parties") concerning additional duties beyond the existing contract.

WHEREAS, the Parties entered into an employment agreement for the 2024-2025 school year ("**Extended Work**");

WHEREAS, Employee agrees to perform 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: **Extended Work - Acting Up (Executive Director)**
 - a. In this role, you will provide direction and guidance during the transition period, focusing on aligning the school's human resources, systems and structures to successfully executing the AIMS ACOE MOU.
 - b. Manage day-to-day operations, ensuring the schools and departments run smoothly and effectively.
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 - f. Financial Management: Oversee budgets, ensure financial stability, and address any financial concerns.
 - g. Team Leadership: Lead and support staff, fostering a positive and productive work environment. Develop strategic leadership of the senior team.
 - h. Develop and implement short-term operational plans: Address immediate organizational needs and priorities.
 - i. Work with the board to develop a search process for a permanent CEO: Provide input and support for the search process.
 - j. Prepare for and participate in meetings with the board: Provide updates and recommendations and maintain relationships with key stakeholders: Including staff, students, parents, and community members.
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 - q. Engage in daily and weekly planning and co-teaching as applicable.
 - r. Demonstrate mastery of teaching performance expectations.
 - s. Reflect on and improve intern teacher practice through a coaching model.
 - t. Maintain a schedule of appointments and attend ongoing support provider training.
2. These additional duties are beyond the scope of the Employee's existing Employment Agreement and may be performed before or after regular school hours;
 3. In consideration for the work to be performed under Paragraph 1 above, AIMS shall provide Employee an annual stipend of **\$1,700** to be paid pro-rata at the end of each semester. Effective Dates; Start Date: 5/27/25 - End Date: 6/30/25
 4. Payment shall be conditioned on Employee submitting 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. The Stipend Pay Rate shall only be paid for services performed pursuant to this Amendment; absent a written Amendment, no compensation shall be owed.
 7. This Agreement shall become effective only upon approval by AIMS' Governing Board.

It is so agreed.

Employee

Date

Direct Supervisor

Date

Superintendent

Date

AIMS Board President

Date

	Jimmie Brown	Julia Li
Executive Director Monthly Pay	\$ 14,583.33	\$ 16,666.66
Employee's Regular Monthly Pay	\$ 12,907.36	\$ 13,297.48
Difference	\$ 1,675.97	\$ 1,285.85

Stipend Pay

(rounded up for stipend consistency)

\$1,700	\$1,300
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