



AIMS K-12 College Prep Charter District

AIMS Special Board Meeting

Date and Time

Friday June 6, 2025 at 8:00 AM PDT

Location

Members of the Board will be Joining from the listed addresses below:

President Jaime Colly: 4121 Laguna Avenue, Oakland, CA 94602

Director Steven Leung and VP Chris Edington: 2450 Washington Ave, Suite 100, San Leandro, CA 94577

Director Kimi Kean: 4153 Fruitvale Ave, Oakland, CA 94602

Director Jumoke Hinton: 1121 12th Street, Oakland, CA 94602

Director Megan Sweet: 3926 Edgemoor Place, Oakland, CA 94605

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

Join Zoom Meeting

<https://us02web.zoom.us/j/6614266860?pwd=c2lxWTUwZlZ5Zm41QkhsVXFMTDI3dz09>

Meeting ID: 661 426 6860

Passcode: Pu2kiv

One tap mobile

Meeting ID: 661 426 6860
Passcode: 071330
Find your local number: <https://us02web.zoom.us/j/6614266860>

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:

[Click to Submit Public Comment](#)

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Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 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

	Purpose	Presenter	Time
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) 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		8:10 AM
A.	The Board will consider approval of Charter School Memorandum of Understanding Between Alameda County Board of Education, County Superintendent of Schools/Office of Education, and American Indian Public Charter School II	Vote Kimi Kean	8 m
B.	The Board will discuss voting to approve the Board President and Vice President as the final signers for all purchase order approvals through Spendwise in place of the Superintendent's absence.	Vote Megan Sweet	5 m
III.	Closed Session		8:23 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).		

	Purpose	Presenter	Time
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:			
C. Report from Closed Session	FYI	Jaime Colly	2 m
IV. Closing Items			8:35 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 June 17th, 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 June 5th, 2025 before 8:00 AM.

Certification of Posting

Coversheet

The Board will consider approval of Charter School Memorandum of Understanding Between Alameda County Board of Education, County Superintendent of Schools/Office of Education, and American Indian Public Charter School II

Section: II. Action Items
Item: A. The Board will consider approval of Charter School Memorandum of Understanding Between Alameda County Board of Education, County Superintendent of Schools/Office of Education, and American Indian Public Charter School II
Purpose: Vote
Submitted by:
Related Material: AIPCS II MOU FINAL.pdf



**American Indian Public Charter School II
(AIPCS II)**

AIMS College Prep K-8
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Dear Director Lam,

Thank you for your partnership in the development of the Memorandum of Understanding (MOU) for AIPCS II. Our board met last Saturday, May 31, 2025 and unanimously approved the Version 4.2 FINAL MOU below.

As co-interim directors, we are working closely with the AIMS board of directors to anchor our organization-wide restructuring in the ACOE MOU metrics and commitments. Currently we are aligning our LCAP to the MOU and engaging our team and parents in understanding the LCAP/MOU.

Our commitment to the success of the MOU is wholehearted. We look forward to our continued collaboration in service of the students, families and staff of AIPCS II.

Key Revisions in MOU V4.2 FINAL

- Goal 6: Increase access for Latino students. Based on our internal and citywide data analysis we have significantly increased our enrollment target to 15% (96 students) by the 2029–30 school year. We also added the development of an enrollment data system to the 2025-26 school year strategies.

Thank you for confirming next steps at the Policy & Legislation Committee and the full board meeting on June 10, 2025.

Sincerely,

Julia Li
Interim Co-Executive Director
AIMS K-12 College Prep Charter District

Jimmie Brown
Interim Co-Executive Director

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I. Introduction

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

Our Mission: Provide a rigorous educational foundation that helps all students - particularly those traditionally underserved - 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 our mission, 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%)	58 (9%)	67 (10.5%)	77 (12%)	87 (13.5%)	96 (15%)		

- 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. Through an internal [analysis of Latino enrollment at AIPCS II](#) over the last 5 years, finding just 2-4 students are enrolled on average in Kinder. Most Latino students matriculate into grades 3-8.
- Citywide Analysis:** We expanded our data analysis to public district and charter schools across Oakland, where [Latino students](#) make up 49% of all Oakland public school students with the largest populations in East Oakland. AIPCS II is located near downtown between Chinatown and Lake Merritt. Among schools within a 2 mile radius, the population is as follows: Lincoln 5%, Martin Luther King 12%, Cleveland 18%, Bellavista 25%, Westlake Middle 32%, Franklin 34%, Roosevelt Middle 41%, La Esquelita 48%. The average population in nearby K-8 schools is 19%, higher than our current enrollment of 7.6%. Understanding this comparative data has led us to increase our goal at AIPCS II so that we make significant progress toward neighborhood parity.
- Strategy:** Our updated strategy is multi-pronged. First, we will continue to welcome Latino students who join us in the upper grades. Second, we employ a new strategy to partner with community based agencies to recruit Latino Kindergarten students so that they join us to take advantage of the full K-8 experience. We recognize the need to better understand the experience of Spanish speaking parents at AIPCS II and will engage in a listening campaign to inform programmatic recommendations, such as increasing the number of Spanish bilingual staff in the school.

To provide greater access to the Latino community, we are developing Spanish language recruitment materials; launching our “Bienvenidos” 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.

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:	8.1
								December 2025	8.2
								December 2026	8.3
All English Learners	37%	42%	50%	55%	60%	65%	70%	December 2027	8.4
								December 2028	8.5
Long Term English Learners	40%	45%	50%	55%	60%	65%	70%	December 2029	8.6
									8.7
*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