AIMS K-12 College Prep Charter District

AIMS Board Meeting

Review and Discussion of the Local Control and Accountability Plan (LCAP)

Date and Time

Monday June 16, 2025 at 12:00 PM PDT

Location

171 12th Street, Oakland, CA 94607

Some Members of the Board will be Joining virtually 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

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

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

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

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

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Click on the link below to submit Public Comment:

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**12:00 PM**
	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

		Purpose	Presenter	Time

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 — 12:10 PM

	Item	Purpose	Presenter	Time
A.	The Board will hold a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the 2025-26 local control and accountability plan ("LCAP") for AIPCS II or annual update to the LCAP.	Discuss	Megan Sweet	10 m
B.	The Board will hold a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the 2025-26 local control and accountability plan ("LCAP") for AIMS MS or annual update to the LCAP.	Discuss	Megan Sweet	10 m
C.	The Board will hold a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the 2025-26 local control and accountability plan ("LCAP") for AIMS HS or annual update to the LCAP.	Discuss	Jaime Colly	15 m
D.	The Board will hear a report on the data that AIMS collected and analyzed for its California School Dashboard Local Indicators for AIPCS II,	Discuss	Megan Sweet	10 m

		Purpose	Presenter	Time
	using a State Board of Education-adopted self-reflection tool.			
E.	The Board will hear a report on the data that AIMS collected and analyzed for its California School Dashboard Local Indicators for AIMS MS, using a State Board of Education-adopted self-reflection tool.	Discuss		10 m
F.	The Board will hear a report on the data that AIMS collected and analyzed for its California School Dashboard Local Indicators for AIMS HS, using a State Board of Education-adopted self-reflection tool.	Discuss		10 m
G.	The Board will hold a public hearing to adopt the 2025-26 LCAP for AIPCS II, including the budget overview for parents.	Vote		10 m
H.	The Board will hold a public hearing to adopt the 2025-26 LCAP for AIMS MS, including the budget overview for parents.	Vote		5 m
I.	The Board will hold a public hearing to adopt the 2025-26 LCAP for AIMS HS, including the budget overview for parents.	Vote		5 m
J.	The Board will consider adopting the annual budget for AIPCS II.	Vote	Katema Ballentine	5 m
K.	The Board will consider adopting the annual budget for AIMS MS.	Vote	Katema Ballentine	5 m
L.	The Board will consider adopting the annual budget for AIMS HS.	Vote	Katema Ballentine	5 m
M.	Mold Remediation Proposal	Vote	Eric Haar	5 m
N.	ConApp and Title Funding Board Resolution of Acceptance of Funding	Vote	Tiffany Tung	5 m
O.	Protected Prayer Resolutions FY25-26	Vote	Tiffany Tung	5 m

III. Closed Session — 2:05 PM

	Purpose	Presenter	Time
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:

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

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

2. Personnel Matters- 2 Matters

	Purpose	Presenter	Time
C. Report from Closed Session	FYI	Jaime Colly	2 m

IV. Closing Items — 2:17 PM

	Purpose	Presenter	Time
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 24th, 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.

	Purpose	Presenter	Time

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 13th, 2025 before 12:00 PM. Certification of Posting

Coversheet

The Board will hear a report on the data that AIMS collected and analyzed for its California School Dashboard Local Indicators for AIPCS II, using a State Board of Education-adopted self-reflection tool.

Section: II. Action Items
Item: D. The Board will hear a report on the data that AIMS collected and analyzed for its California School Dashboard Local Indicators for AIPCS II, using a State Board of Education-adopted self-reflection tool.
Purpose: Discuss
Submitted by:
Related Material: AIPCS II Local Indicators - 2025-2026.pptx

American Indian Public Charter School II
California School Dashboard
Local Indicators 2025-2026

California School DASHBOARD

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

CA Dashboard

What Is the California School Dashboard?

The California School Dashboard (or the Dashboard) is an online tool that shows parents and communities how schools and districts are performing on test scores, graduation rates, and other measures of student success. These multiple measures of success reflect California's new accountability system, which is based on the ten priority areas of the Local Control Funding Formula (LCFF) available at http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp.

Local Indicators

Local indicators are a part of a seamless accountability system that:

- Reflects the emphasis on 'local control'
- Enables LEAs to measure its progress using local data
- Provides valuable information necessary for stakeholders to engage in meaningful engagement with a holistic understanding of local successes and challenges
- Informs the Local Control and Accountability Plan (LCAP) planning process

Local Indicators

Priority 1:

- **Basic Services and Conditions**
  - Teacher misassignment
  - Student access to instructional material
  - Conditions of school facilities

Priority 2:

- **Implementation of State Academic Standards**

Priority 3:

- **Parent Engagement**

Priority 6:

- **School Climate**

Priority 7:

- **Access to a Broad Course of Study**

AIPCS II - Priority 1

Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment - 12.82%
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home - 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) - 0

Ensuring all teachers are fully credentialed remains a top priority. To support this goal, the LEA has allocated funds from multiple sources to assist educators in completing their credentialing requirements.

We ensure all of our students have access to standards-aligned instructional materials including technology devices and internet access for use at home.

Facilities are checked and maintained throughout the year. The school created a partnership with an on-site janitorial company to provide daily cleaning and maintenance services. This provided students a healthy and inviting learning environment where they are protected from physical and emotional harm and is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop and that allow them to succeed even in difficult circumstances. We believe safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

AIPCS II - Priority 2

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation and sustainability

English Language Development (Aligned to English Language Arts Standards)*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation

Mathematics – Common Core State Standards for Mathematics*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation and sustainability

Next Generation Science Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation

AIPCS II - Priority 2

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation

English Language Development (Aligned to English Language Arts Standards)*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation

Mathematics – Common Core State Standards for Mathematics*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation

Next Generation Science Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation

AIPCS II - Priority 2

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

English Language Arts – Common Core State Standards for English Language Arts*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation

Mathematics – Common Core State Standards for Mathematics*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation and Sustainability

Next Generation Science Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation
School's Answer: Full implementation

AIPCS II - Priority 2

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School’s Answer: N/A

Health Education Content Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School’s Answer: Initial Implementation

Physical Education Model Content Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School’s Answer: Full Implementation

Visual and Performing Arts*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School’s Answer: Full Implementation

World Language*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School’s Answer: Full Implementation

AIPCS II - Priority 2

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year)

Identifying the professional learning needs of groups of teachers or staff as a whole*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation

Identifying the professional learning needs of individual teachers*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation

Providing support for teachers on the standards they have not yet mastered*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: Full implementation

AIPCS II - Priority 2

Priority 2 - Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

For this school year, a lot of our work focused on targeting subgroups who were behind and trying to close the achievement gap as much as possible. We had a lot of new systems in place this year, along with new curriculum choices.

Starting off the year for teacher professional development, we partnered with Strobel Education and Teach Like a Champion to deliver a 2-week series of professional development before the start of the school year. This professional development continued throughout the year and covered topics that teachers wanted to learn more about and with what teachers were said to be struggling with through observations. We then developed our own professional development calendar that had a different topic related to pedagogy, data, or classroom management each month. Teachers were taught the information and able to demonstrate their knowledge and collaborate with their peers.

At the very start of the school year, students took a diagnostic assessment primed at informing each teacher just how much knowledge their students retained. From there, teachers were able to group struggling students for tutoring and academic supports like intervention or Saturday School. This year, we purchased a new CA state aligned assessment program, NWEA. We delivered 3 benchmarks during the year and all students in grades K-12 took these assessments.

Continuous professional development was provided by NWEA representatives after each benchmark. Teachers were shown how to access data, look at growth, set goals, and place students into quadrants based on knowledge and growth over time. Teachers were able to use this data to further help students by using differentiation techniques and academic supports.

AIPCS II - Priority 3

Building Relationships between Schools Staff & Families

1.Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 5 – Full Implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 5 – Full Implementation and Sustainability

AIPCS II - Priority 3 - Narrative

Building Relationships between Schools Staff & Families Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

   The LEA's current strengths and progress in building relationships between school staff and families is sharing weekly staff memo with school staff to outline resources and upcoming events. Additionally, families receive memo using language that is understandable by translating our memos to various languages. The school also holds SSC meetings, orientations, and Back to School Night for classroom walkthroughs school staff and families engagement. This year we created tre APU, AIMS Parents United. This organization within AIMS gives parents a voice and allows them to participate in decision making.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

   The LEA's focus areas for improvement relationships between school staff and families is increasing their participation during SSC meetings.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

   The LEA will improve engagement of underrepresented families will continue to send detailed memo translated in various languages and attaching surveys in various languages to provide feedback or ask questions regarding events and volunteer opportunities for SSC participation.

AIPCS II - Priority 3

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 3 – Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

AIPCS II - Priority 3 - Narrative

Building Partnerships for Student Outcomes Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcom**es.

The Local Education Agency (LEA) has made significant strides in building partnerships aimed at enhancing student outcomes through effective communication with families. One of the primary strengths in this area is the regular dissemination of progress reports every three weeks, coupled with report cards at the end of each quarter. This consistent communication ensures that families are kept informed about their children's academic performance and any areas that may require additional attention.

At the beginning of each school year, teachers take proactive steps to engage with families by holding meetings to discuss various essential topics. During these meetings, teachers outline their expectations for the year, explain the grading policy, and review the anticipated learning outcomes. This early engagement sets a clear foundation for the academic year and fosters a collaborative relationship between teachers and families.

In addition to these individual meetings, the school organizes a comprehensive family orientation. This event serves as an opportunity to communicate broader academic expectations, school culture, and attendance policies. By providing this information, the school ensures that families are well-informed about the school's values and operational procedures, which can enhance their ability to support their children's education effectively.

To further strengthen these partnerships, the school mandates parent-teacher conferences. These conferences are essential for teachers to communicate detailed student progress to families. During these meetings, teachers can discuss specific achievements, identify areas where students may be struggling, and collaborate with parents to develop strategies to support their child's learning at home. This direct interaction allows for a more personalized approach to each student's education and fosters a sense of shared responsibility for their academic success.

The combination of frequent progress updates, early and clear communication of expectations, and mandatory conferences demonstrates the LEA's commitment to involving families in the educational process. By maintaining open lines of communication and actively seeking to engage families, the LEA builds strong partnerships that are crucial for enhancing student outcomes. These efforts ensure that families are not only informed but also actively involved in their children's education, creating a supportive environment that encourages student growth and achievement.

AIPCS II - Priority 3 - Narrative

Building Partnerships for Student Outcomes Narrative Cont...

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

We have successfully implemented 9-week pacing guides on a quarterly basis to develop measurable learning outcomes. This structured approach helps ensure that both teachers and students have clear, achievable goals within each quarter. The creation of these pacing guides is a collaborative effort, with teachers working within their cohorts to design the guides as a team. This collaboration ensures that the pacing guides are comprehensive and tailored to meet the specific needs of each subject and grade level.

Despite the success in developing these pacing guides, we recognize the need for further improvement in building partnerships for student outcomes. One key area of focus is to create a version of the pacing guide that can be shared with families and students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

   To improve the engagement of underrepresented families identified during the self-reflection process, the school will implement a comprehensive strategy to share key educational materials and information. This initiative aims to bridge the communication gap and ensure these families are well-informed and actively involved in their children's education.

AIPCS II - Priority 3

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

AIPCS II - Priority 3 - Narrative

Seeking Input for Decision Making Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

   The Local Education Agency (LEA) has made significant progress in seeking input for decision-making by leveraging the School Site Council (SSC) meetings and the Local Control Accountability Plan (LCAP) advisory committee. These platforms ensure that diverse perspectives are considered when developing educational plans and allocating funding.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

   The LEA's focus areas for improvement in seeking input for decision-making is increasing the participation for school staff and families during SSC meetings and LCAP advisory.

3. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

   The LEA's focus areas for improvement in seeking input for decision-making is increasing the participation for school staff and families during SSC meetings and LCAP advisory. Sending surveys and memo with translated languages.

AIPCS II - Priority 6

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Table A2.1

Key Indicators of School Climate

	Grade 3 %	Grade 5 %	Grade 6 %	Table
School Engagement and Supports				
School connectedness†	87	74	54	A6.3
School connectedness†ψ *(Remote Only)*				A6.3
Academic motivation†	94	92	82	A6.3
School boredom$^{\sigma}$	25	40	50	A6.9
Caring adults in school†	97	67	48	A6.3
High expectations-adults in school†	89	90	68	A6.3
Meaningful participation†	55	37	27	A6.3
Facilities upkeep$^{\sigma}$	83	90	49	A6.10
Parent involvement in schooling†	83	62	72	A10.2
Social and emotional learning supports†	88	92	50	A7.1
Antibullying climate†	83	87	63	A9.6
School Safety and Cyberbullying				
Feel safe at school$^{\sigma}$	100	100	58	A9.1
Feel safe on way to and from school$^{\sigma}$	100	90	72	A9.1
Been hit or pushed	58	40	25	A9.2
Mean rumors spread about you	58	20	32	A9.2
Called bad names or target of mean jokes	58	40	52	A9.2
Saw a weapon at school§	0	0	26	A9.5
Cyberbullying¶	42	10	33	A9.3
School Disciplinary Environment				
Rule clarity$^{\sigma}$	100	90	56	A8.2
Students well behaved$^{\sigma}$	83	60	21	A8.4
Students treated fairly when break rules$^{\sigma}$	33	60	44	A8.1
Students treated with respect$^{\sigma}$	100	90	60	A8.[illegible]

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness†	–	41	42	A6.4
School connectedness†ψ *(Remote Only)*	–			A6.4
Academic motivation†	–	67	62	A6.4
School is really boring±	–	37	37	A6.11
School is worthless and a waste of time±	–	22	18	A6.11
Current absenteeism (≥3 times)¶	–	7	13	A6.2
Trouble focusing on schoolwork$^{\sigma}$	–	37	34	A6.10
Caring adult relationships‡	–	52	55	A6.4
High expectations‡	–	74	69	A6.4
Meaningful participation‡	–	24	26	A6.4
Facilities upkeep$^{\sigma}$	–	12	29	A6.15
Promotion of parental involvement in school†	–	42	46	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safe	–	43	44	A8.1
Experienced any harassment or bullying§	–	40	34	A8.2
Had mean rumors or lies spread about you§	–	16	28	A8.3
Been afraid of being beaten up§	–	22	22	A8.3
Been in a physical fight§	–	13	17	A8.4
Seen a weapon on campus§	–	4	8	A8.6
Cyberbullying§	–	12	31	A8.3

AIPCS II - Priority 6 Cont...

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Key Learnings and Areas of Strength

- **Academic Motivation** remains strong among students. For example, 65% of non-English learner 7th graders and 64% of 8th graders reported trying hard to do well in school.
- **High Expectations and Caring Adults:** Black/African American students in Grade 8 reported 85% agreement that adults have high expectations for them and 64% reported caring relationships, showing strong adult-student connections.
- **Parental Involvement** is a noted strength in the elementary school. 85% of Black students reported high levels of parental involvement, compared to 54% of Asian students.

Identified Needs

- **Student Connectedness and School Climate:** Only 41% of Grade 7 and 43% of Grade 8 non-English learners felt connected to their school, indicating a need for stronger community-building and engagement strategies.
- **Emotional Well-being:** 32% of 8th graders reported chronic feelings of sadness or hopelessness, and 13% seriously considered suicide, highlighting urgent mental health needs.
- **Equity in School Safety:** African American students report lower feelings of safety (40% in Grade 7) compared to their peers and experience more harassment and negative school facility perceptions.
- **Vaping Awareness:** 9% of non-English learner students in Grades 6–7 reported vaping in the past 30 days, signaling the need for increased health education efforts.

Conclusion

Analysis of the CHKS data reveals that while students demonstrate academic motivation and benefit from caring adults and parental support, there are significant disparities in school connectedness, emotional well-being, and safety—particularly for African American students and English learners. These findings will inform the development of inclusive, targeted supports to promote a safer and more engaging learning environment for all students.

AIPCS II - Priority 6 Cont...

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the data we have created additional actions in our LCAP to address student connectedness as well as working towards making students feel safe. We also increased professional development for staff to improve school climate.

Based on the analysis of CHKS and local data, the LEA has implemented the following changes to support continuous improvement:

- Strengthening Student Connectedness: Additional actions have been added to the LCAP to improve school connectedness, particularly for students with IEPs, and English learners.
- Enhancing School Safety: In response to disparities in perceived safety, especially among LGBTQ+ students and foster/homeless youth, we have revised our school safety procedures and are increasing student access to trauma-informed supports.
- Improving School Climate through PD: Targeted professional development has been expanded for all staff, with a focus on culturally responsive practices, social-emotional learning, and bias-based harassment prevention.
- Mental Health Supports: We are increasing visibility and availability of school-based mental health services.
- Health & Wellness Education: To respond to early signs of vaping and substance use, the LEA is implementing age-appropriate, evidence-based health education across all grade levels, with a focus on peer resistance strategies and health risks.

These actions reflect our commitment to using data to inform meaningful change and ensure that every student feels safe, supported, and connected at school.

AIPCS II- Priority 7

Priority 7- Access to a Broad Course of Study: Met

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

There are no barriers preventing the LEA from providing access to a broad course of study for all students. AIMS provides all students access to courses to meet and exceed state standards.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Students identified as EL attend all mainstream classes with classroom teachers who have attained their English Learner Authorization and have received professional development in designated and integrated ELD instructional strategies. Emerging level EL students do also receive pull-out intervention, however this intervention time is limited to 30 minutes and does not interfere with core subjects in the students' mainstream course of study.

AIPCS II- Priority 7

Priority 7- Access to a Broad Course of Study: Met

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

AIMS provides all students access to courses to meet and exceed state standards.

A potential barrier preventing the LEA from providing access to a broad course of study for all students, might be the consideration of students receiving special education services outside of the general education class. However, students receiving support services outside of the general education setting are done so only after careful review with the IEP team determining the least restrictive environment for students to receive educational benefit. Presently, students with disabilities participate in the general education setting no less than 90%, during which they are in the regular class, extracurricular activities and non academic activities. Therefore, AIMS provides all students access to a broad course of study to meet and exceed state standards.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

In previous years, Newcomer students attended separate core classes for ELA and were not integrated into the same broad course of study as non-Newcomer students. Now our LEA ensures that all EL students, including Newcomers, are enrolled in and have access to all of the same broad course of study as our non-EL students.

LCAP goals have been created that call for review and monitoring of the English language arts and mathematics CAASPP testing scores of students with disabilities, across K-12 grades.

Coversheet

The Board will hear a report on the data that AIMS collected and analyzed for its California School Dashboard Local Indicators for AIMS MS, using a State Board of Education-adopted self-reflection tool.

Section: II. Action Items
Item: E. The Board will hear a report on the data that AIMS collected and analyzed for its California School Dashboard Local Indicators for AIMS MS, using a State Board of Education-adopted self-reflection tool.
Purpose: Discuss
Submitted by:
Related Material: AIMS MS Local Indicators - 2025-2026.pptx

AIMS College Prep Middle School

California School Dashboard

Local Indicators 2025-2026

CA Dashboard

What Is the California School Dashboard?

The California School Dashboard (or the Dashboard) is an online tool that shows parents and communities how schools and districts are performing on test scores, graduation rates, and other measures of student success. These multiple measures of success reflect California's new accountability system, which is based on the ten priority areas of the Local Control Funding Formula (LCFF) available at http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp.

Local Indicators

Local indicators are a part of a seamless accountability system that:

- Reflects the emphasis on ‘local control’
- Enables LEAs to measure its progress using local data
- Provides valuable information necessary for stakeholders to engage in meaningful engagement with a holistic understanding of local successes and challenges
- Informs the Local Control and Accountability Plan (LCAP) planning process

Local Indicators

Priority 1:

- **Basic Services and Conditions**

  Teacher misassignment
  Student access to instructional material
  Conditions of school facilities

Priority 2:

- **Implementation of State Academic Standards**

Priority 3:

- **Parent Engagement**

Priority 6:

- **School Climate**

Priority 7:

- **Access to a Broad Course of Study**

AIMS MS - Priority 1

Priority 1 - Basic Services and Conditions

- Teacher misassignment - 5.26%
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home - 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) - 0

Ensuring all teachers are fully credentialed remains a top priority. To support this goal, the LEA has allocated funds from multiple sources to assist educators in completing their credentialing requirements.

We ensure all of our students have access to standards-aligned instructional materials including technology devices and internet access for use at home.

Facilities are checked and maintained throughout the year. The school created a partnership with an on-site janitorial company to provide daily cleaning and maintenance services. This provided students a healthy and inviting learning environment where they are protected from physical and emotional harm and is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop and that allow them to succeed even in difficult circumstances. We believe safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

AIMS MS - Priority 2

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

Mathematics – Common Core State Standards for Mathematics*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 5 – Full Implementation and Sustainability

Next Generation Science Standards*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

AIMS MS- Priority 2

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation;

English Language Development (Aligned to English Language Arts Standards)*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation;

Mathematics – Common Core State Standards for Mathematics*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

Next Generation Science Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

AIMS MS - Priority 2

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

English Language Arts – Common Core State Standards for English Language Arts*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

English Language Development (Aligned to English Language Arts Standards)*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

Mathematics – Common Core State Standards for Mathematics*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

Next Generation Science Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

AIMS MS - Priority 2

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: N/A

Health Education Content Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

Physical Education Model Content Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

Visual and Performing Arts*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

World Language*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

AIMS MS - Priority 2

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year)

Identifying the professional learning needs of groups of teachers or staff as a whole*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

Identifying the professional learning needs of individual teachers*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

Providing support for teachers on the standards they have not yet mastered*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

AIMS MS - Priority 2

Priority 2 - Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.
For this school year, a lot of our work focused on targeting subgroups who were behind and trying to close the achievement gap as much as possible. We had a lot of new systems in place this year, along with new curriculum choices.

Starting off the year for teacher professional development, we partnered with Strobel Education and Teach Like a Champion to deliver a 2-week series of professional development before the start of the school year. This professional development continued throughout the year and covered topics that teachers wanted to learn more about and with what teachers were said to be struggling with through observations. We then developed our own professional development calendar that had a different topic related to pedagogy, data, or classroom management each month. Teachers were taught the information and able to demonstrate their knowledge and collaborate with their peers.

At the very start of the school year, students took a diagnostic assessment primed at informing each teacher just how much knowledge their students retained. From there, teachers were able to group struggling students for tutoring and academic supports like intervention or Saturday School. This year, we purchased a new CA state aligned assessment program, NWEA. We delivered 3 benchmarks during the year and all students in grades K-12 took these assessments.

Continuous professional development was provided by NWEA representatives after each benchmark. Teachers were shown how to access data, look at growth, set goals, and place students into quadrants based on knowledge and growth over time. Teachers were able to use this data to further help students by using differentiation techniques and academic supports.

AIMS MS - Priority 3

Building Relationships between Schools Staff & Families

1.Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

AIMS MS - Priority 3 - Narrative

Building Relationships between Schools Staff & Families Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

   Throughout the year, we arrange a variety of events that foster strong connections between our staff and families. In the beginning of the year, we initiate formal meetings beginning with family orientation and back to school night where families have the opportunity to meet our staff and teachers. Communication to families is translated in multiple home languages and shared through Parentsquare as a means to keep parents informed about announcements and upcoming events. To enhance our relationships between school staff and families, we have implemented several effective strategies:

- We regularly share a weekly staff memo with our school staff, which outlines available resources and upcoming events.
- We ensure that the information we communicate is accessible to all families by translating our memos into multiple languages.
- We host School Site Council meetings to promote shared decision making and collaboration amongst families, students, teachers and staff
-This year we created the APU, AIMS Parents United. This organization within AIMS gives parents a voice and allows them to participate in decision making.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

We value partnering with parents to enhance student education and maintain strong relationships through clear communication. Our commitment to consistency in communication includes sharing memos, providing timely updates, and hosting town hall meetings for addressing concerns and discussing community-building strategies.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

   To enhance engagement with underrepresented families, we will have targeted efforts to reach families in multiple languages to and to engage their feedback in those languages regarding school events and volunteer opportunities and to join the school site council.

AIMS MS - Priority 3

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 3 – Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

AIMS MS - Priority 3 - Narrative

Building Partnerships for Student Outcomes Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

   At AIMS, the strengths and progress in building partnerships for student outcomes through constant and consistent communication.Beginning each year, we set the academic and professional expectations and school culture. The school hosts mandatory orientations, Q&A sessions and teachers meet with families and with students to set those academic expectations, school culture, and attendance policies at orientation. Families receive a progress report every six weeks and report card end of each quarter. Constant and consistent communication continues to be a vital strength and progress in building partnerships for student outcomes.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

   Increase small group interventions and to increase the support for students through teachers assistants, instructional aides and improved technology for english language speakers to better engage and improve the quality of the learning experience.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

   AIMS provides consistent communication with families through parent square in emails and text. We communicate with families with memos and elevate parents, students and staff voices through the school site council.

AIMS MS - Priority 3

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

AIMS MS - Priority 3 - Narrative

Seeking Input for Decision Making Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

   The School Site council at AIMS MS is s a vital component of school governance that facilitates collaboration, transparency, and effective decision-making to improve the educational experience and outcomes for students. It is made up of students, teachers, and staff who serve as representatives and aide in the decision making process.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

   AIMS MS focus areas for improving seeking input for decision making is to increase participation for school staff and families in the school site council meetings and

3. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

   AIMS MS focus areas for improving seeing input for decision making is to increase family, student, and teacher participation n the school site council meetings and to send out communication seeking family input in multiple languages so all can participate and be engaged in the decision making process.

AIMS MS - Priority 6

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Table
School Engagement and Supports		
School connectedness[†]	51	A6.3
School connectedness[†ψ] *(Remote Only)*		A6.3
Academic motivation[†]	86	A6.3
School boredom[σ]	71	A6.9
Caring adults in school[†]	43	A6.3
High expectations-adults in school[†]	76	A6.3
Meaningful participation[†]	36	A6.3
Facilities upkeep[σ]	33	A6.10
Parent involvement in schooling[†]	75	A10.2
Social and emotional learning supports[†]	57	A7.1
Antibullying climate[†]	69	A9.6
School Safety and Cyberbullying		
Feel safe at school[σ]	64	A9.1
Feel safe on way to and from school[σ]	79	A9.1
Been hit or pushed	36	A9.2
Mean rumors spread about you	31	A9.2
Called bad names or target of mean jokes	57	A9.2
Saw a weapon at school[§]	7	A9.5
Cyberbullying[¶]	43	A9.3
School Disciplinary Environment		
Rule clarity[σ]	57	A8.2
Students well behaved[σ]	36	A8.4
Students treated fairly when break rules[σ]	43	A8.1
Students treated with respect[σ]	57	A8.1

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness[†]	–	36	38	A6.4
School connectedness[†ψ] *(Remote Only)*	–			A6.4
Academic motivation[†]	–	66	53	A6.4
School is really boring[±]	–	47	51	A6.11
School is worthless and a waste of time[±]	–	16	18	A6.11
Current absenteeism (≥3 times)[¶]	–	2	13	A6.2
Trouble focusing on schoolwork[σ]	–	40	46	A6.10
Caring adult relationships[‡]	–	55	59	A6.4
High expectations[‡]	–	75	71	A6.4
Meaningful participation[‡]	–	34	23	A6.4
Facilities upkeep[σ]	–	30	27	A6.15
Promotion of parental involvement in school[†]	–	55	46	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safe	–	45	46	A8.1
Experienced any harassment or bullying[§]	–	39	35	A8.2
Had mean rumors or lies spread about you[§]	–	44	38	A8.3
Been afraid of being beaten up[§]	–	27	22	A8.3
Been in a physical fight[§]	–	28	21	A8.4
Seen a weapon on campus[§]	–	26	13	A8.6
Cyberbullying[§]	–	33	26	A8.3

AIMS MS - Priority 6

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Key Learnings and Areas of Strength

1. Academic Motivation and School Engagement
   - Overall, students reported relatively high levels of academic motivation, especially in Grade 6. However, motivation declined in higher grades.
   - Students without IEPs reported higher levels of school connectedness and meaningful participation than those who were unsure of their IEP status, suggesting a need for better outreach or clarity regarding support services.

1. Developmental Supports
   - Students identifying as having no IEP consistently reported more favorable experiences in caring adult relationships (64% vs. 50%) and high expectations (74% vs. 62%) than their peers who were unsure of their IEP status.
   - Youth from higher parental education backgrounds also tended to report greater connectedness and support, indicating that family background may correlate with perceived school experience.

2. Social-Emotional Well-Being
   - The majority of students reported not receiving social-emotional counseling or support (93% overall), highlighting a need for increased visibility or access to these services.
   - Students who experienced any form of harassment were approximately twice as likely to experience chronic sadness or hopelessness. This trend was more pronounced among LGBTQ+ youth and those who identified as unhoused or in foster care.

1. School Climate and Safety
   - Students without IEPs felt significantly safer (49%) compared to peers who were unsure of their IEP status (23%).
   - Rates of harassment and fear of physical harm were highest among students who were unaware of their IEP status—highlighting a critical need for trauma-informed safety supports and IEP communication clarity.

Identified Needs

- Equity Gaps by Subgroup: White and Asian students reported more positive perceptions of safety, support, and engagement compared to African American and Latino students. These within-school gaps suggest a need for culturally responsive teaching and targeted student engagement strategies.
- Mental Health: Students experiencing chronic sadness often lacked access to support systems and experienced high rates of absenteeism due to emotional distress. Bias-based harassment, especially related to disability and sexual orientation, remains a significant predictor of poor mental health outcomes.
- Foster and Homeless Youth: These students face significantly higher risks across all domains—safety, attendance, academic support, and emotional well-being—indicating a strong need for wraparound services and individualized interventions.

Conclusion

The CHKS data underscores the importance of differentiated support strategies across student subgroups. While many students report a positive school climate, disparities remain—especially for students with uncertain IEP status, LGBTQ+ youth, and those facing housing insecurity or foster placement. Increasing equitable access to mental health services, promoting developmental supports, and enhancing school connectedness should remain central priorities in the LCAP and school improvement planning.

AIMS MS - Priority 6

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the data we have created additional actions in our LCAP to address student connectedness as well as working towards making students feel safe. We also increased professional development for staff to improve school climate.

Based on the analysis of CHKS and local data, the LEA has implemented the following changes to support continuous improvement:

- Strengthening Student Connectedness: Additional actions have been added to the LCAP to improve school connectedness, particularly for students with IEPs, English learners, and those experiencing housing instability or trauma.
- Enhancing School Safety: In response to disparities in perceived safety, especially among LGBTQ+ students and foster/homeless youth, we have revised our school safety procedures and are increasing student access to trauma-informed supports.
- Improving School Climate through PD: Targeted professional development has been expanded for all staff, with a focus on culturally responsive practices, social-emotional learning, and bias-based harassment prevention.
- Mental Health Supports: Given that 93% of students reported not receiving emotional support, we are increasing visibility and availability of school-based mental health services.

These actions reflect our commitment to using data to inform meaningful change and ensure that every student feels safe, supported, and connected at school.

AIMS MS- Priority 7

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

AIMS provides all students access to courses to meet and exceed state standards.

AIMS education specialists are using the SIS: PowerSchool to track and follow the academic progress of students with disabilities to ensure that they have access to and are enrolled in a broad course of study

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Students identified as EL attend all mainstream classes with classroom teachers who have attained their English Learner Authorization and have received professional development in designated and integrated ELD instructional strategies. Emerging level EL students do also receive pull-out intervention, however this intervention time is limited to 30 minutes and does not interfere with core subjects in the students' mainstream course of study.

Students with disabilities receiving special education services are supported by their education specialists across a broad course of study that incorporates collaboration between the general and special educators to ensure that appropriate specialized supports are being used during instruction of multiple subject areas for all students. Universal design for learning strategies and practices are shared and modeled to accommodate different learning modalities and encourage student engagement across subject areas.

AIMS MS- Priority 7

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

A potential barrier preventing the LEA from providing access to a broad course of study for all students, might be the consideration of students receiving special education services outside of the general education class. However, students receiving support services outside of the general education setting are done so only after careful review with the IEP team determining the least restrictive environment for students to receive educational benefit. Presently, students with disabilities participate in the general education setting no less than 90%, during which they are in the regular class, extracurricular activities and non academic activities. Therefore, AIMS provides all students access to a broad course of study to meet and exceed state standards.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

In previous years, Newcomer students attended separate core classes for ELA and were not integrated into the same broad course of study as non-Newcomer students. Now our LEA ensures that all EL students, including Newcomers, are enrolled in and have access to all of the same broad course of study as our non-EL students.

LCAP goals have been created that call for review and monitoring of the English language arts and mathematics CAASPP testing scores of students with disabilities, across K-12 grades.

Coversheet

The Board will hear a report on the data that AIMS collected and analyzed for its California School Dashboard Local Indicators for AIMS HS, using a State Board of Education-adopted self-reflection tool.

Section: II. Action Items
Item: F. The Board will hear a report on the data that AIMS collected and analyzed for its California School Dashboard Local Indicators for AIMS HS, using a State Board of Education-adopted self-reflection tool.
Purpose: Discuss
Submitted by:
Related Material: AIMS HS Local Indicators - 2025-2026.pptx

AIMS College Prep High School

California School Dashboard

Local Indicators 2025-2026

California School DASHBOARD

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

CA Dashboard

What Is the California School Dashboard?

The California School Dashboard (or the Dashboard) is an online tool that shows parents and communities how schools and districts are performing on test scores, graduation rates, and other measures of student success. These multiple measures of success reflect California's new accountability system, which is based on the ten priority areas of the Local Control Funding Formula (LCFF) available at http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp.

Local Indicators

Local indicators are a part of a seamless accountability system that:

- Reflects the emphasis on ‘local control’
- Enables LEAs to measure its progress using local data
- Provides valuable information necessary for stakeholders to engage in meaningful engagement with a holistic understanding of local successes and challenges
- Informs the Local Control and Accountability Plan (LCAP) planning process

Local Indicators

Priority 1:
- **Basic Services and Conditions**
  - Teacher misassignment
  - Student access to instructional material
  - Conditions of school facilities

Priority 2:
- **Implementation of State Academic Standards**

Priority 3:
- **Parent Engagement**

Priority 6:
- **School Climate**

Priority 7:
- **Access to a Broad Course of Study**

AIMS HS - Priority 1

Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment - 11.11%
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home - 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) - 0

Ensuring all teachers are fully credentialed remains a top priority. To support this goal, the LEA has allocated funds from multiple sources to assist educators in completing their credentialing requirements.

AIMS HS has up-to-date UC a-g approved, AP-aligned textbooks/curriculum, and novels based on Lexile reading scores, AP frequency, and diversity. Efforts are underway to equip science classrooms to lab ready and best prepare students for college level scientific discovery.

Facilities are checked and maintained throughout the year. The school created a partnership with an on-site janitorial company to provide daily cleaning and maintenance services. This provided students a healthy and inviting learning environment where they are protected from physical and emotional harm and is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop and that allow them to succeed even in difficult circumstances. We believe safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

AIMS HS - Priority 2

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

Mathematics – Common Core State Standards for Mathematics*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

Next Generation Science Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 - Full Implementation

AIMS HS - Priority 2

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

Mathematics – Common Core State Standards for Mathematics*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

Next Generation Science Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

AIMS HS - Priority 2

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

English Language Arts – Common Core State Standards for English Language Arts*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

English Language Development (Aligned to English Language Arts Standards)*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

Mathematics – Common Core State Standards for Mathematics*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

Next Generation Science Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

AIMS HS - Priority 2

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 1 – Exploration and Research Phase

Health Education Content Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 4 – Full Implementation

Physical Education Model Content Standards*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

Visual and Performing Arts*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

World Language*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer:5 **– Full Implementation and Sustainability**

AIMS HS - Priority 2

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year)

Identifying the professional learning needs of groups of teachers or staff as a whole*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

Identifying the professional learning needs of individual teachers*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

Providing support for teachers on the standards they have not yet mastered*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

AIMS HS - Priority 2

Priority 2 - Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.
For this school year, a lot of our work focused on targeting subgroups who were behind and trying to close the achievement gap as much as possible. We had a lot of new systems in place this year, along with new curriculum choices.

Starting off the year for teacher professional development, we partnered with Strobel Education and Teach Like a Champion to deliver a 2-week series of professional development before the start of the school year. This professional development continued throughout the year and covered topics that teachers wanted to learn more about and with what teachers were said to be struggling with through observations. We then developed our own professional development calendar that had a different topic related to pedagogy, data, or classroom management each month. Teachers were taught the information and able to demonstrate their knowledge and collaborate with their peers.

At the very start of the school year, students took a diagnostic assessment primed at informing each teacher just how much knowledge their students retained. From there, teachers were able to group struggling students for tutoring and academic supports like intervention or Saturday School. This year, we purchased a new CA state aligned assessment program, NWEA. We delivered 3 benchmarks during the year and all students in grades K-12 took these assessments.

Continuous professional development was provided by NWEA representatives after each benchmark. Teachers were shown how to access data, look at growth, set goals, and place students into quadrants based on knowledge and growth over time. Teachers were able to use this data to further help students by using differentiation techniques and academic supports.

AIMS HS - Priority 3

Building Relationships between Schools Staff & Families

1.Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
School's Answer: 5 – Full Implementation and Sustainability

AIMS HS - Priority 3 - Narrative

Building Relationships between Schools Staff & Families Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**
   We endeavor to build strong relationships between staff and families. When students are first enrolled in school we begin with a formal meeting between staff and families. Every year we host a student orientation and Back to School Night where families are introduced to staff and teachers. We utilize Parentsquare to communicate announcements and events to parents. Throughout the school year we host various events that celebrate culture, sports, and academics where families can attend as part of our AIMS community. This year we created the APU, AIMS Parents United. This organization within AIMS gives parents a voice and allows them to participate in decision making.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

   We believe in the importance of partnering with parents and for student education. We maintain the strength of these relationships through transparent communication. We will focus on the consistency of our communication with families by providing memos, timely updates, and town hall meetings where families can address concerns and where we all can discuss strategies for supporting and building our community.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

   We will improve engagement by strengthening our relationship community partners, and building bonds with families through the scheduling of parent meetings and by facilitating other specialized support.

AIMS HS - Priority 3

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 3 – Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

AIMS HS - Priority 3 - Narrative

Building Partnerships for Student Outcomes Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

   AIMS provides all students access to courses to meet and exceed UC / CSU A-G state standards. We have a team of academic counselors and a College Bound Kids Coordinator who provide guidance and support to students. Teachers provide mandatory tutoring hours and Saturday School is hosted twice monthly for student needing additional academic support. Lastly we utilize Unified Insights, a platform where every student at the school has an individualized student profile with a history of past academic scores, as well as their current proficiency.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

   We employ a small team of academic counselors but are looking to expand our current counseling team in order to provide more individualized support to students. Increased professional development for teachers on differentiating within the classroom, training on providing adequate support for students participating in our english language learners, and special education programs.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

   We provide consistent communication with families through parent meetings with administrators, counselors, weekly memos, and town hall meetings.

AIMS HS - Priority 3

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

School's Answer: 4 – Full Implementation

AIMS HS - Priority 3 - Narrative

Seeking Input for Decision Making Narrative

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

   AIMS HS SSC is a group of parent, student, teachers, and classified staff representatives that aid in decision making. We regularly solicit feedback through polls, surveys and adapt processes based on that feedback noting it is essential for continuous improvement.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

   We are focusing on transparent and consistent communication that will allow for greater insight and input from stakeholders for decision making by increasing representation in the SSC.

3. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

   To improve the engagement of underrepresented families identified during the self-reflection process, the school will implement a comprehensive strategy to share key educational materials and information. This initiative aims to bridge the communication gap and ensure these families are well-informed and actively involved in their children's education.

AIMS HS - Priority 6

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness[†]	39	37	48	44	A6.4
School connectedness[†ψ] *(Remote Only)*					A6.4
Academic motivation[†]	63	59	61	60	A6.4
School is really boring[±]	35	53	38	25	A6.11
School is worthless and a waste of time[±]	12	14	10	15	A6.11
Current absenteeism (≥3 times)[¶]	6	4	12	17	A6.2
Trouble focusing on schoolwork[σ]	24	28	15	21	A6.10
Caring adult relationships[‡]	49	53	68	56	A6.4
High expectations[‡]	69	70	67	65	A6.4
Meaningful participation[‡]	25	18	19	28	A6.4
Facilities upkeep[σ]	24	28	38	43	A6.15
Promotion of parental involvement in school[†]	41	41	47	40	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe	47	32	64	46	A8.1
Experienced any harassment or bullying[§]	35	16	8	11	A8.2
Had mean rumors or lies spread about you[§]	18	18	8	4	A8.3
Been afraid of being beaten up[§]	12	7	9	4	A8.3
Been in a physical fight[§]	6	6	0	4	A8.4
Seen a weapon on campus[§]	0	12	0	0	A8.6
Cyberbullying[§]	18	25	12	7	A8.3

AIMS HS - Priority 6

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Key Learnings and Areas of Strength

- High Expectations and Adult Relationships: A majority of students across all grade levels reported perceiving that adults at school hold them to high expectations (ranging from 65% to 70%) and offer caring relationships (49% in 9th to 68% in 11th grade).
- Academic Motivation: Students report strong academic motivation, with 59–63% agreeing they try hard to succeed in school.
- Improved Emotional Safety in Upper Grades: Emotional safety at school increases from 40% in 9th grade to 66% in 11th, suggesting a stronger sense of belonging and support over time.
- Low Levels of Violence and Weapon Exposure: Reports of physical fights and weapon sightings on campus remain low across all grades, contributing to overall safety.

Identified Needs

- School Connectedness: Less than 50% of students in any grade reported feeling connected to school, with the lowest at 37% in 10th grade.
- Mental Health and Counseling Access: Only 6% of students reported receiving social-emotional counseling, while 10–15% indicated wanting mental health services, pointing to a gap in access or stigma in seeking support.
- Harassment and Bullying: Although overall bullying rates are relatively low, up to 35% of 9th graders experienced some form of harassment or bullying, and 25% of 10th graders experienced cyberbullying.
- LGBTQ+ and Disability Support Gaps: Students identifying as LGBTQ or those with disabilities reported feeling less supported and emotionally safe, highlighting equity gaps in school climate.
- Participation and Engagement: Meaningful participation in school activities is low (only 18–28% across grades), and boredom is high (reported by up to 53% of 10th graders).

Conclusion

The CHKS data for AIMS College Prep High indicate strong academic motivation and a culture of high expectations. However, students continue to feel only moderately connected to school, with mental health and social-emotional supports not reaching all who may benefit. The disparities in student experience—particularly among marginalized groups such as LGBTQ+ students and those with disabilities—underscore the need for more inclusive support systems, increased counseling availability, and targeted engagement strategies to improve overall student well-being and connection to the school community.

AIMS HS - Priority 6

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the data we have created additional actions in our LCAP to address student connectedness as well as working towards making students feel safe. We also increased professional development for staff to improve school climate.

Based on the analysis of CHKS and local data, the LEA has implemented the following changes to support continuous improvement:

- **Strengthening Student Connectedness**: Additional actions have been added to the LCAP to improve school connectedness, particularly a Community School Manager.
- **Enhancing School Safety**: In response to disparities in perceived safety, especially among LGBTQ+ students and foster/homeless youth, we have revised our school safety procedures and are increasing student access to trauma-informed supports.
- **Improving School Climate through PD**: Targeted professional development has been expanded for all staff, with a focus on culturally responsive practices, social-emotional learning, and bias-based harassment prevention.
- **Mental Health Supports**: We are increasing visibility and availability of school-based mental health services.
- **Bullying and Harassment Prevention Measures**
- **Student Engagement and Boredom Reduction**

These actions reflect our commitment to using data to inform meaningful change and ensure that every student feels safe, supported, and connected at school.

AIMS HS- Priority 7

Priority 7- Access to a Broad Course of Study: Met

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

At AIMS HS, we have a strict course catalogue and listed within are all the course requirements for graduation at AIMS HS, including students' A-G standards to qualify for entry into CSU and UC campuses. Except for students with Individualized Educational Plans (IEP), AIMS HS graduation requirements are universal for all AIMS HS students.

AIMS education specialists are using the SIS: PowerSchool to track and follow the academic progress of students with disabilities to ensure that they have access to and are enrolled in a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As a matter of equity, at AIMS HS, all students are enrolled in AP courses, beginning in their Freshman year. Over the course of a student's matriculation at AIMS HS, students will take at least 10-12 AP courses. AIMS HS pays for 100 percent of all AP and SAT/PSAT Examinations for our students. AIMS HS partners with Peralta Colleges to offer concurrent enrollment for its students through our AIMS U College Pathways program. Students take pathways courses, beginning in their sophomore year.

Students identified as EL attend all mainstream classes with classroom teachers who have attained their English Learner Authorization and have received professional development in designated and integrated ELD instructional strategies. Emerging level EL students do also receive pull-out intervention, however this intervention time is limited to 30 minutes and does not interfere with core subjects in the students' mainstream course of study.

Students with disabilities receiving special education services are supported by their education specialists across a broad course of study that incorporates collaboration between the general and special educators to ensure that appropriate specialized supports are being used during instruction of multiple subject areas for all students. Universal design for learning strategies and practices are shared and modeled to accommodate different learning modalities and encourage student engagement across subject areas.

AIMS HS- Priority 7

Priority 7- Access to a Broad Course of Study: Met

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.
AIMS provides all students access to courses to meet and exceed UC / CSU A-G state standards.

A potential barrier preventing the LEA from providing access to a broad course of study for all students, might be the consideration of students receiving special education services outside of the general education class. However, students receiving support services outside of the general education setting are done so only after careful review with the IEP team determining the least restrictive environment for students to receive educational benefit. Presently, students with disabilities participate in the general education setting no less than 90%, during which they are in the regular class, extracurricular activities and non academic activities. Therefore, AIMS provides all students access to a broad course of study to meet and exceed state standards.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Implemented during the 2020-21 academic school year, the AIMS U College Pathways program allows AIMS Students the opportunity to take Pre-Business, Pre-Engineering / Design Media, Pre-Law, and Pre-Med Peralta Community College classes (Merritt, Laney College and Berkeley CC) while on campus at AIMS.

As part of the pathways program, AIMS HS students are enrolled in pathway programs, have the opportunity to earn between 18-24 UC and CSU transferable college credits, and potentially begin their college career with sophomore standing.

In previous years, Newcomer students attended separate core classes for ELA and were not integrated into the same broad course of study as non-Newcomer students. Now our LEA ensures that all EL students, including Newcomers, are enrolled in and have access to all of the same broad course of study as our non-EL students.

LCAP goals have been created that call for review and monitoring of the English language arts and mathematics CAASPP testing scores of students with disabilities, across K-12 grades.

Coversheet

The Board will hold a public hearing to adopt the 2025-26 LCAP for AIPCS II, including the budget overview for parents.

Section: II. Action Items
Item: G. The Board will hold a public hearing to adopt the 2025-26 LCAP for AIPCS II, including the budget overview for parents.
Purpose: Vote
Submitted by:
Related Material: AIPCS II - LCAP 2025-2026 (1).pdf

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
American Indian Public Charter School II	Julia Li, Co- Interim Executive Director Jimmie Brown Co-Interim Executive Director	julia.li@aimsk12.org jimmie.brown@aimsk12.org

Plan Summary [2025-2026]

General Information

American Indian Public Charter School II, located in downtown Oakland, serves a diverse student body of 617 students. As of the 2024–25 school year, the school's enrollment reflects the following demographic composition:

- African American: 48.29%
- Asian: 31.76%
- Latino: 8.26%
- White: 4.17%
- Two or More Races: 3.72%
- English Learners (EL): 22.2%
- Socioeconomically Disadvantaged (SED): 73.9%
- Students with Disabilities (SWD): 5.02%

While we are a K-8 school, our overarching goal is college and career readiness for all students.

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

During the 2024-25 school year, AIPCS II underwent a series of changes in direction, oversight, and focus related to our charter school renewal. Beginning in 2023, AIPCS II began receiving a series of Notices of Concern related to safety, governance, and disproportional student enrollment and academic outcomes from its authorizer, Oakland Unified School District (OUSD). Based on these concerns, in

January, 2025, OUSD voted not to review AIPCS II's charter, meaning that we would need to close by the end of the 2024-25 school year.

In a bid to stay open, AIPCS II appealed to the Alameda County Office of Education (ACOE), and sought ACOE as its new authorizer. In March, 2025, the ACOE board voted to deny AIPCS II's request pending a Memorandum of Understanding (MOU) that clearly outlined how AIPCS II would address the areas of concern that were identified in OUSD's decision not to renew its charter.

Between March and June, 2025, the AIPCS II staff, board, and community engaged in a series of meetings and planning sessions to create an MOU that would be approved by ACOE, thus allowing the school to stay open while also addressing the areas of needed improvement. On June 10, 2025, the ACOE Board of Directors voted to approve AIPCS II's MOU, thus giving us time to demonstrate improvement in the following areas:

Goal #1: Ensure MOU conditions are met through reporting to ACOE.
Goal #2: Ensure effective governance and operations.
Goal #3: Increase Access for Students with Disabilities.
Goal #4: Ensure teachers are highly qualified.
Goal #5: Provide a safe school environment.
Goal #5. Provide a safe school environment and reduce suspensions.
Goal #6. Increase Access for Latino Students.
Goal #7. Ensure all students are engaged in school by reducing chronic absenteeism.
Goal #8. All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth.
Goal #8. English Learners reclassify within 6 years.
Goal #8: Provide tiered supports to reduce retention.
Goal #9: Reduce midyear transfers.
Goal #10: Ensure quality data for accurate reporting.

To enable AIPCS II to implement the MOU, and to promote transparent and aligned reporting, our LCAP has been adjusted to address the goals and outcomes outlined in the MOU. The LCAP is now organized into three broad areas, with the aligned goals housed underneath (and aligned with our 2024-25 LCAP):

Goal 1: Student Achievement and Academic Outcomes

- 1.1: Provide high quality academic instruction
  - All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth (LCAP Goal #1)
  - Academics and Curriculum (MOU Goal #8)
- 1.2: Provide tiered support to address achievement gaps
  - Provide tiered supports to reduce retention (MOU Goal #8)
  - English Learners reclassify within 6 years (MOU Goal #8, Former LCAP Goal #5)

- Teacher use of data systems (Former LCAP Goal #3)

Goal 2: School Climate and Student Engagement

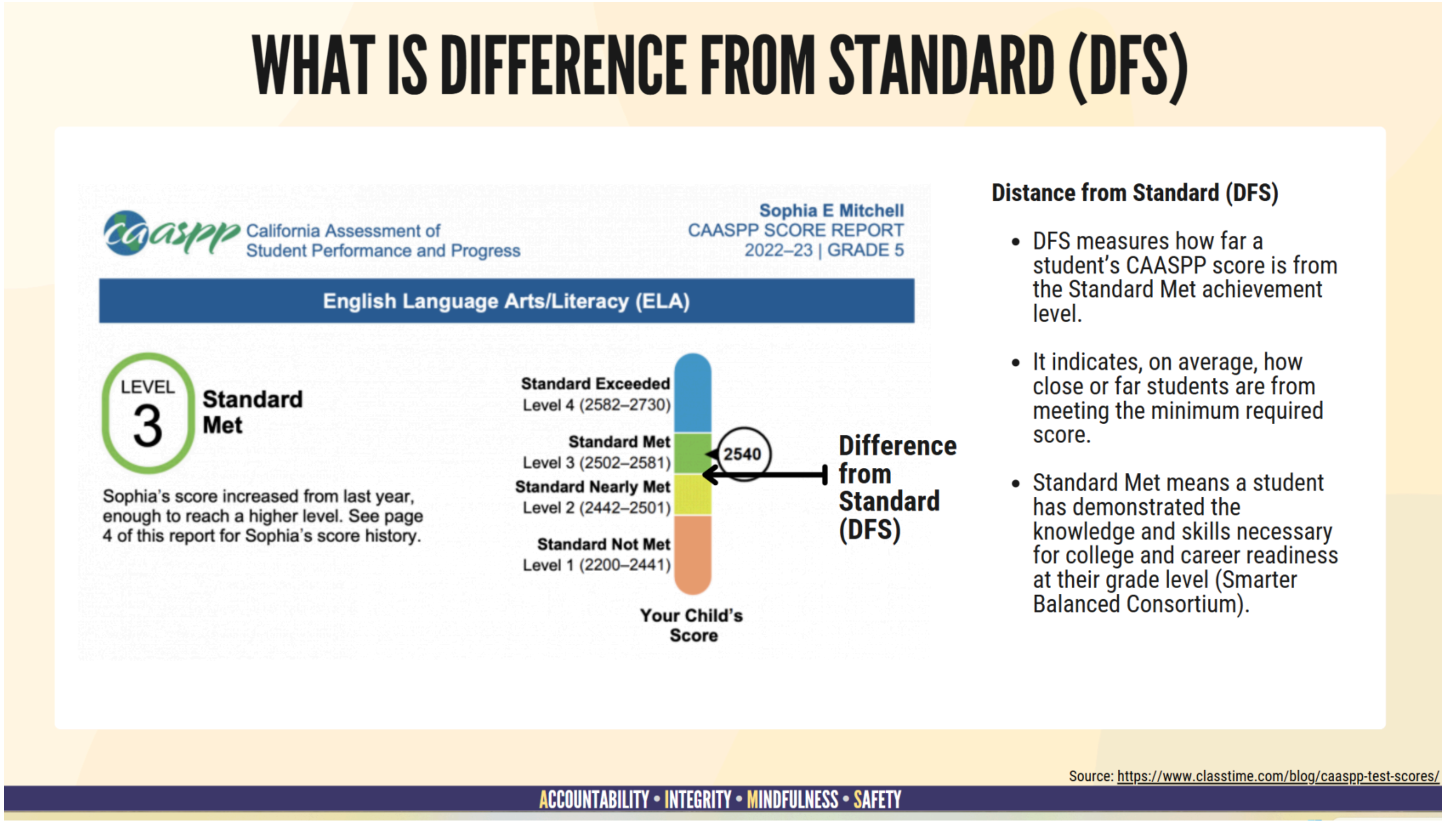
- 2.1: Increase Access for Underrepresented Students
  - Increase Access for Students with Disabilities (MOU Goal #3)
  - Increase Access for Latino Students (MOU Goal #6)
- 2.2: Provide a Safe School Environment
  - Provide a safe school environment (MOU Goal #5)
  - Provide a safe school environment and reduce suspensions (MOU Goal #5, LCAP Goal #6)
- 2.3: Create a Welcoming and Inclusive School Culture (MOU Goal #5, LCAP Goal #4)

Goal 3: High-Performing Organization (Supporting Conditions)

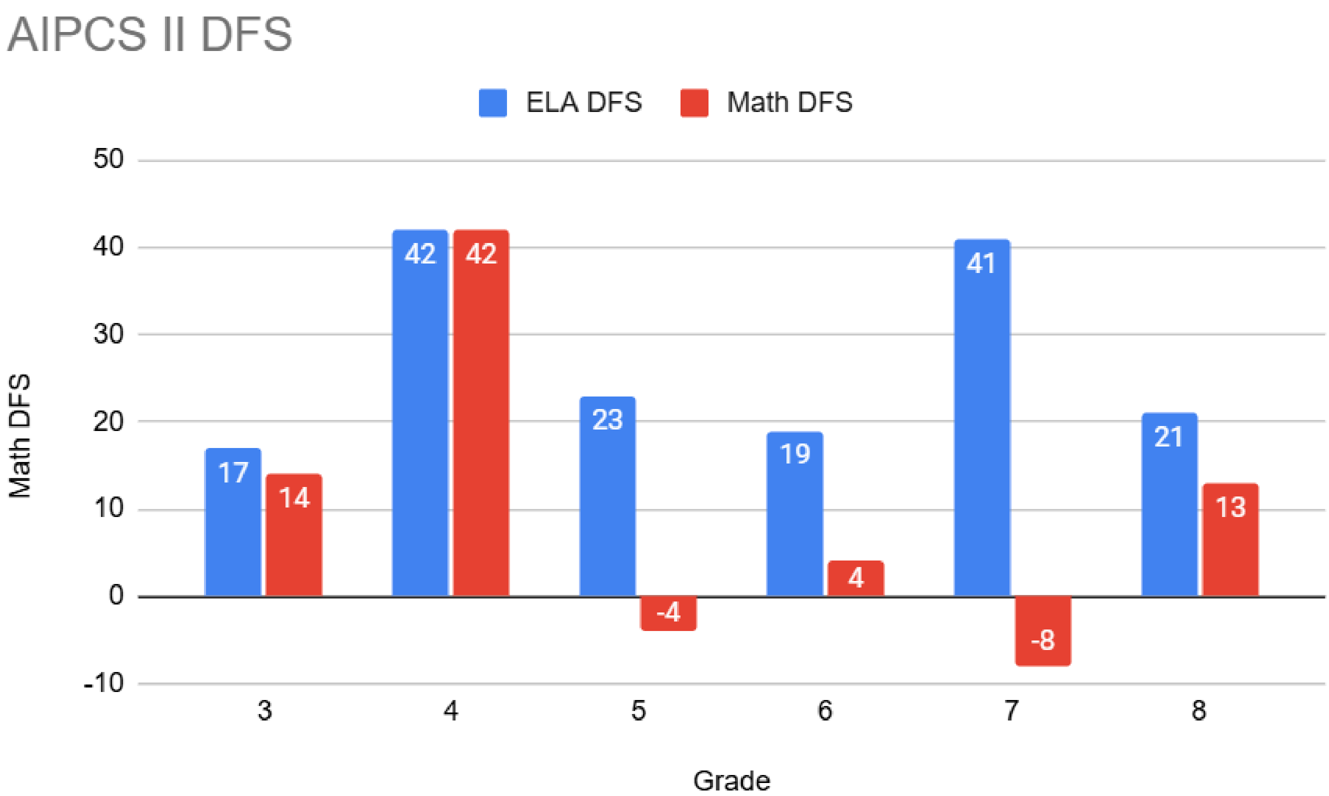
- 3.1: Support Effective Governance and Operations
  - Ensure MOU conditions are met through reporting to ACOE (MOU Goal #1)
  - Ensure effective governance and operations (MOU Goal #2)
- 3.2: Teacher Hiring and Training
  - Ensure teachers are highly qualified (MOU Goal #4)
  - Instruction, Development, and Support (LCAP Goal #2)
- 3.3: Effective Data and Monitoring Systems
  - Reduce midyear transfers (MOU Goal #9)
  - Ensure quality data for accurate reporting (MOU Goal #10)
  - Measurement of Data (MOU Goal #10, LCAP Goal #3)

Reflections: Annual Performance

For LCAP Year 1 (2024-25), we set our metrics and standards based on the proficiency. This is the amount of students that passed the test compared to the total amount that took the test. To align with the California Dashboard and feedback from the Alameda County Office of Education (ACOE), we have adjusted our metrics to match that of Distance from Standard (DFS). This method will allow us to better align our plans and capture changes in overall group performance that are not captured in simple proficiency rates. We will also be able to disaggregate data for subgroups more easily and identify achievement gaps.



- A DFS of "0" means the average student is at the standard line. A positive DFS indicates how far above the standard the average student in the group is performing. CDE considers a score of 45 or more "very high." A negative DFS indicates how far below the standard the average student in the group is performing. A score of -70 or lower is considered "very low."
- Annual Change: A positive DFS change of at least 3 points is considered an increase. A positive change of 15 points or more is considered a "significant" increase. (A negative DFS change of at least 3 points is considered a decrease; A negative change of 15 points or more is considered a "significant" decrease).



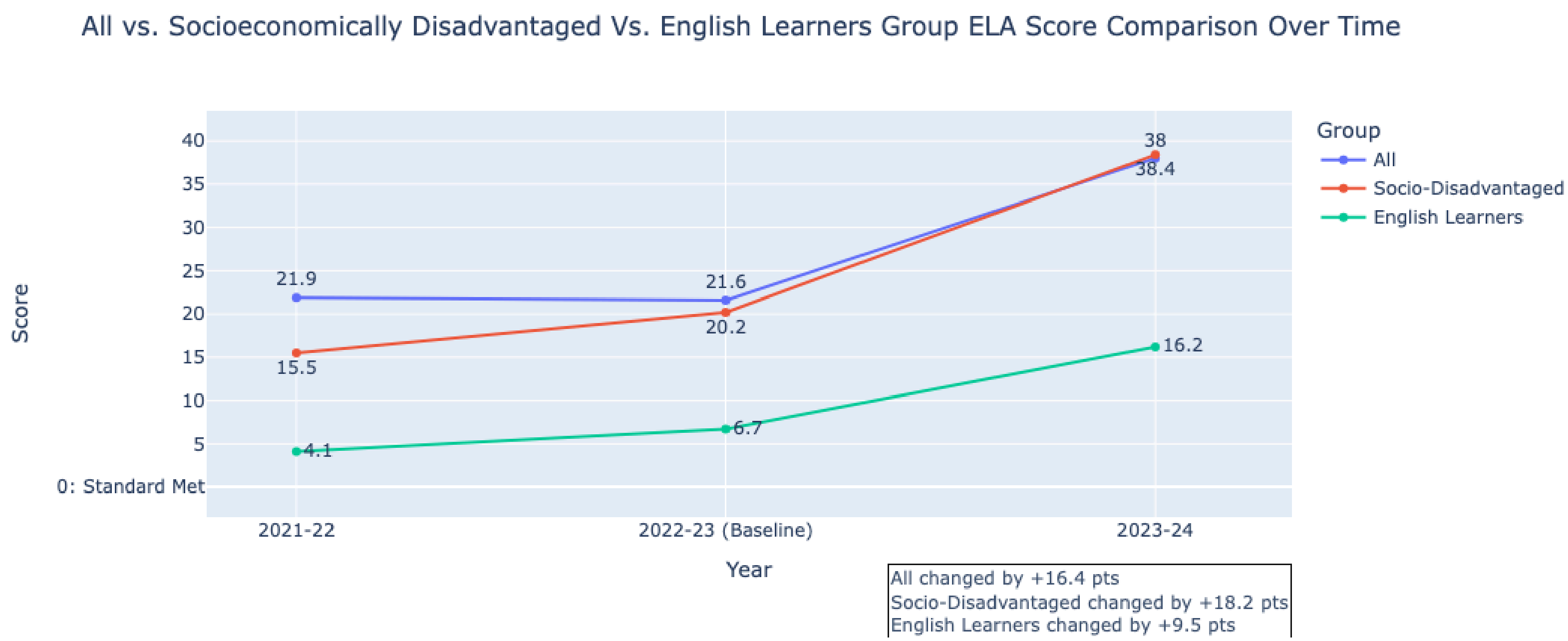
Strengths:

- All grade levels have a positive DFS in ELA
- The 4th grade and 7th grade students are doing significantly well with a DFS in the 40's.

Concerns:

- Alternatively, grades 5 and 7 are struggling with Mathematics and are nearly meeting the standard but not quite there yet.

Graph 1a. English Language Arts Achievement for Socioeconomically Disadvantaged Students and English Learners



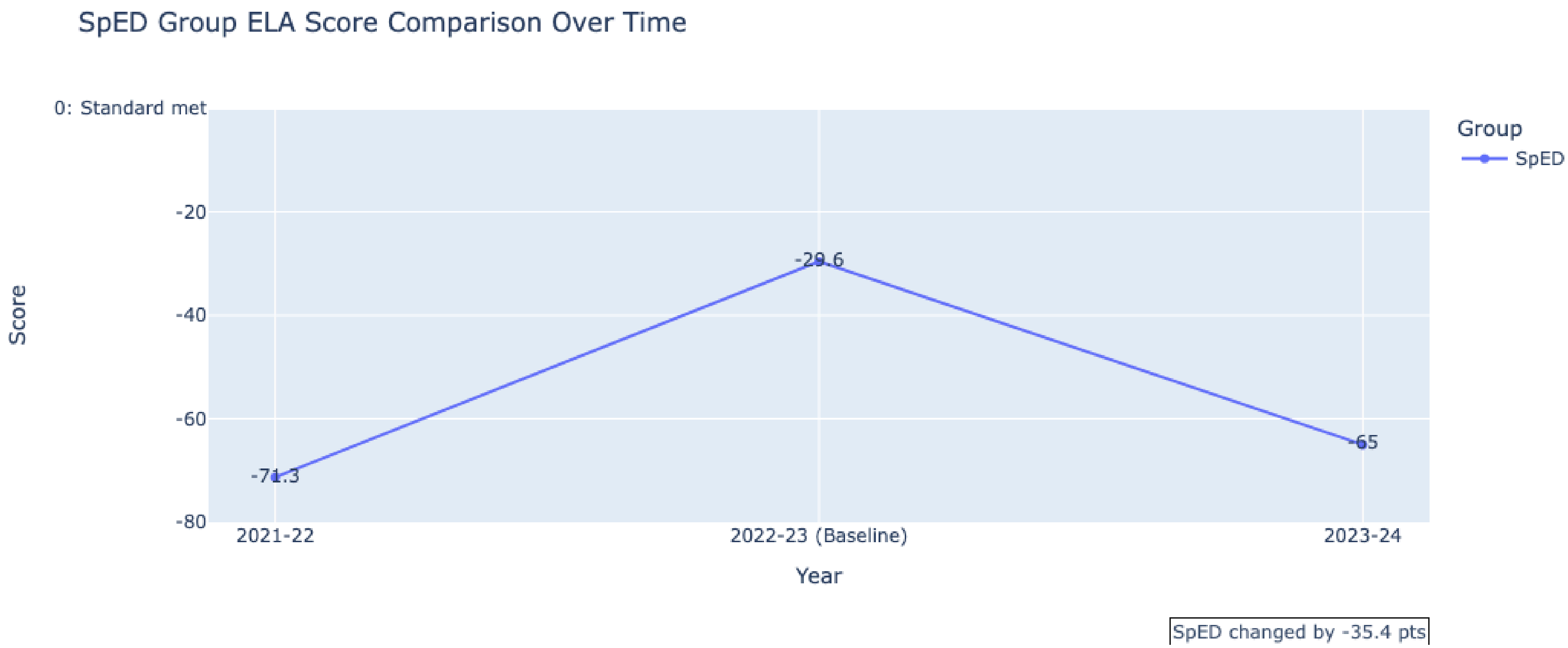
Strengths:

- All Students and Socioeconomically disadvantaged students have increased significantly, both gaining more than 15 points.
- Additionally, English Learners increased by 9.5 points.

Concerns:

- While English Learners saw gains, their gains did not keep pace with “All” students or Socioeconomically Disadvantaged students, thus widening the achievement gap.

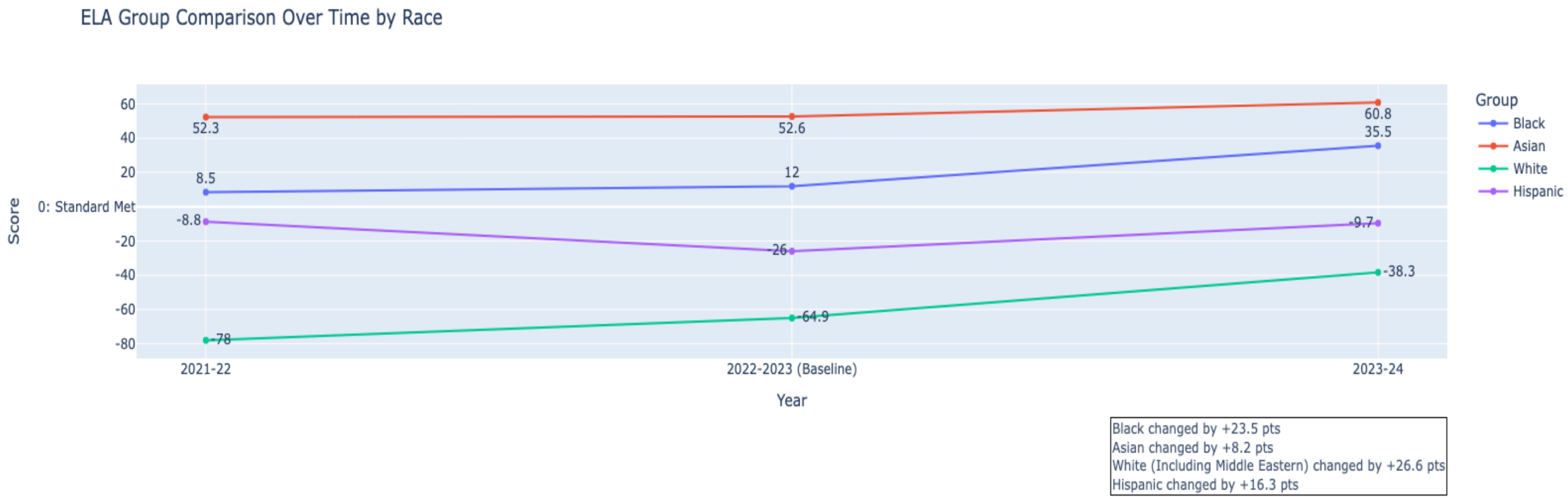
Graph 1b. English Language Arts Scores for Students with Disabilities



Concerns:

- The SpED students have declined significantly, dropping around 35pts from the previous year.

Graph 1c. English Language Arts Achievement by Racial Subgroups



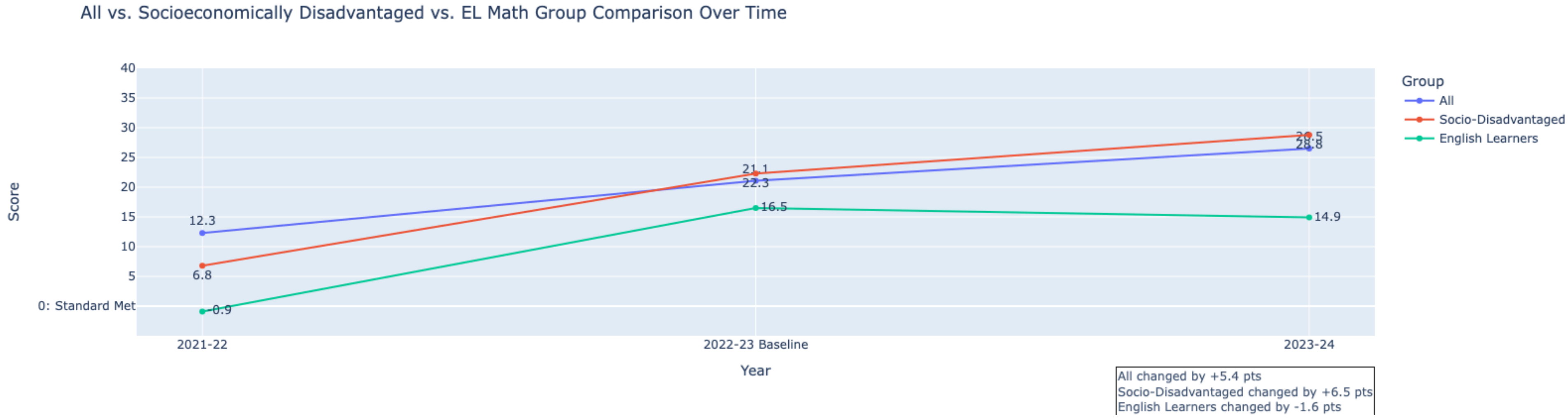
Strengths:

- Across all racial/ethnic groups we see improvements in all scores.
- Black, White and Hispanic students have increased significantly boasting gains above 15 points.
- Asian students have increased by 8 points, and their scores are very high, standing at 60 points above standard.

Concerns:

- There exist achievement gaps among subgroups, including an 100 point gap between Asian and White students and a 70 point gap between Asian and Latino students.

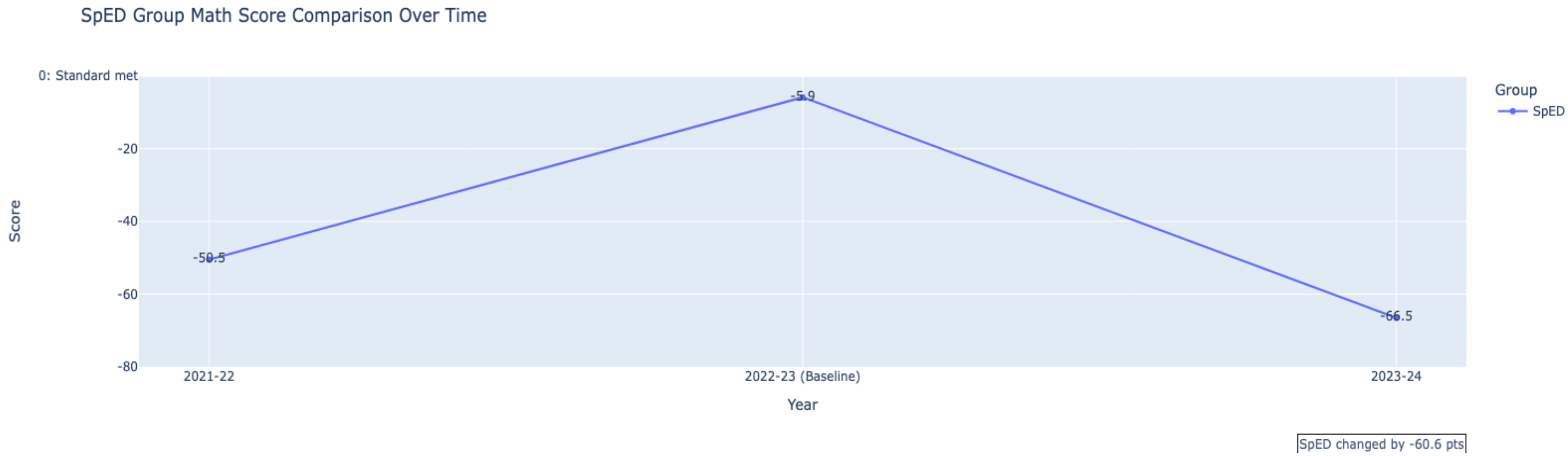
Graph 1d. Mathematics Achievement for Socioeconomically Disadvantaged Students and English Learners



Strengths:
- "All" students and Socioeconomically Disadvantaged students increased by 5.4 and 6.5 points.

Concerns:
- English Learner scores dropped slightly and there exists an achievement gap between EL's and other students.

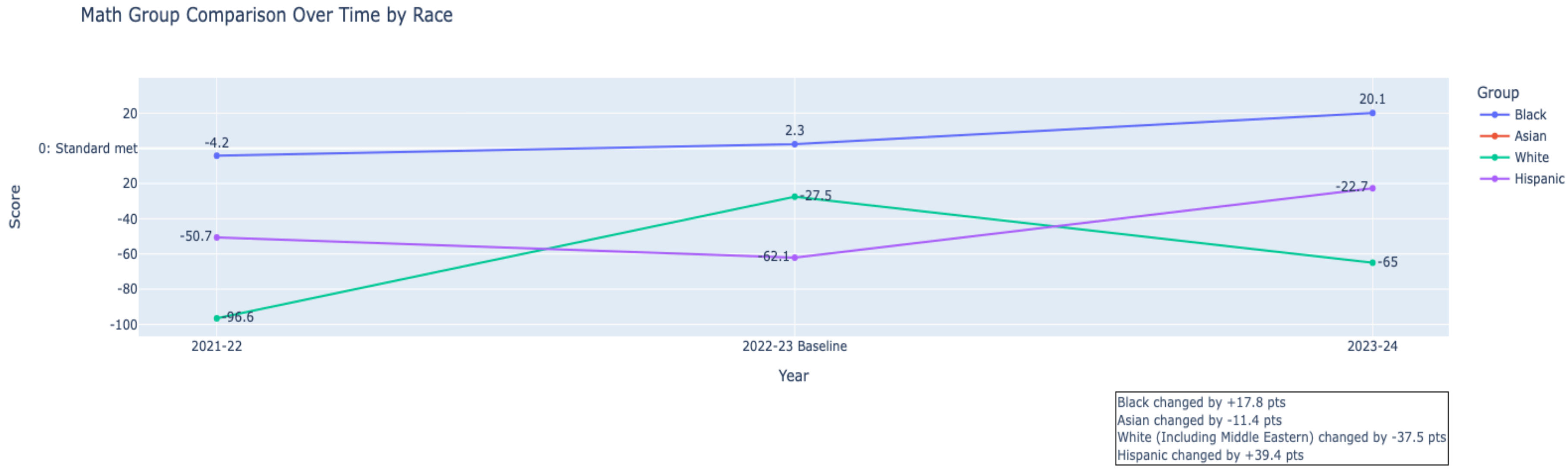
Graph 1e. Mathematics Scores for Students with Disabilities



Concerns:

- SpED students declined significantly by dropping 60.6 points.

Graph 1f. Mathematics Achievement by Racial Subgroups



Strengths:
- Black and Hispanic Students see a significant increase, boasting an improvement of 17.8 points and 39.4 points

Concerns:
- On the other hand, Asian students declined by 11.4 points and White students significantly declined by 37.5 points.

Reflections: Technical Assistance

Not applicable, AIMS did not receive Technical Assistance.

Comprehensive Support and Improvement

Not applicable, no AIMS schools were identified for comprehensive support and improvement.

Support for Identified Schools

Due to the charter renewal and MOU process for AIPCS II, AIMS received ongoing support from ACOE to develop an improvement plan (outlined in the MOU). That MOU serves as the basis for all three schools' updated LCAP and will be the primary focus in the years ahead.

Further, this LCAP is for AIPCS II and represents the plan for one school only.

Monitoring and Evaluating Effectiveness

Built within the MOU for AIPCS II is a detailed list of monitoring and evaluation expectations. Those include:

Monthly:
– Safety duty logs and Incident reports
– Monthly safety drill logs
– SPED referrals and assessments
– Copies of formal complaints

Quarterly:
– Traffic safety survey reports
– PBIS implementation reports
– Staff training completion data
– Mid-year transfers
– SPED enrollment
– CALPADS Internal audit reports
– Monthly attendance meeting notes

Annually:
– 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 AIMS has contracted with an external partner to support the development and implementation of a data monitoring system, including timelines, data analysis, and a process for reviewing and responding to data. That support is noted in Goal 1.1.9.

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board.	Beginning in March, 2025, the Board and Superintendent began regular communications about the MOU and impacts resulting from the MOU being passed and/or denied. Additionally, the Board engaged staff and community via: ● Staff drop-in session on May 14, 2025 ● Board Town Hall on May 28, 2025 ● Staff survey on May 30, 2025 ● Additionally, School Site Councils reviewed site LCAPs and progress as a part of their monthly meetings. ● LCAP and MOU Community meeting on June 9, 2025 ● Board review of the LCAP and Budget on June 11, 2025 Additionally, School Site Councils reviewed site LCAPs and progress as a part of their monthly meetings.
Teachers, administrators, and other school personnel	Beginning in March, the leadership's focus has been on developing and refining the MOU to submit to ACOE. Recognizing that the MOU would become all three school's future plans, these meetings constituted our planning sessions. Additionally, senior leaders were engaged in several budgeting meetings where they shared their recommendations for aligning the budget to the adopted LCAP and the new priorities emerging through development of the MOU. Dates include: ● March 20, 2025 ● March 31, 2025 ● April 1, 2025 ● April 7, 2025 ● April 8, 2025 ● April 17, 2025

	• April 18, 2025 • May 1, 2025 • May 5, 2025 • May 6, 2025 • Budgeting: Various times during the weeks of May 19th and May 26th • Staff LCAP Review on June 9, 2025

Description of how the LCAP was influenced by Educational Partners:

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

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

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

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

Goals and Actions

Goal 1: Student Achievement and Academic Outcomes

Goal # 1	**Student Achievement and Academic Outcomes**	**Type of Goal**
	We commit to academic excellence by ensuring that all students receive data-driven instruction and curriculum aligned with the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Additionally, we commit to providing targeted support to students needing additional support to reach standards, with particular attention paid to English Learners, Foster Youth, students receiving Special Education services, and students achieving below grade level. To ensure alignment with the MOU and across all subgroups, Goal 1 has two subcategories: **Goal 1: Student Achievement and Academic Outcomes** ● 1.1: Provide high quality academic instruction ○ All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth (LCAP Goal #1) ○ Academics and Curriculum (MOU Goal #8) ● 1.2: Provide tiered support to address achievement gaps ○ Provide tiered supports to reduce retention (MOU Goal #8) ○ English Learners reclassify within 6 years (MOU Goal #8, LCAP Goal #5) ○ Teacher use of data systems (Former LCAP Goal #3)	Broad and targeted

State Priorities addressed by this goal.

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

Explanation of Goal 1:

To strengthen our commitment to academics and instruction, teachers will receive professional development on instructional practices, social-emotional teaching strategies, and use of data to monitor student achievement. Students will have credentialed teachers, standards-aligned instructional materials, and intervention support.

An achievement gap exists for at-risk students, including students that identify as English Learners, Foster Youth, and Socioeconomically Disadvantaged, as well as students receiving Special Education services. To address these gaps, AIMS will invest in additional staffing and targeted interventions, supported by a newly-developed comprehensive data system that includes benchmark assessments and quarterly systems for monitoring student achievement.

We have also developed a goal of improving teacher performance, particularly in support of our underserved students. Specifically, we are focusing on improving teaching performance through the use of research-based language acquisition strategies (GLAD) and training teachers to support students with disabilities.

In the coming years, AIMS has the goal of increasing the number of students with disabilities who attend our schools. One element of increasing enrollment is to improve our identification and referral practices within AIMS. To that end, we will be providing teachers with training on how to identify students with learning difficulties as well as improving our Student Study Team and referral processes.

Measuring and Reporting Results (for the 2024-25 LCAP Onwards)

Goal 1: Student Achievement and Academic Outcomes (ELA and Math)

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)

ELA Academic Targets	Increase (Points)*	Baseline 2022-23 CA	2023-24 CA DASHBOARD	2024-25 (DFS)	2025-26 (DFS)	2026-27 (DFS)	2027-28 (DFS)	2028-29 (DFS)	2029-30 (DFS)	Current Difference from Baseline 2022/23 compared to 2023/24 (DFS)
All Students	**3**	**21.6**	**38**	**TBD**	**44**	**47**	**50**	**53**	**56**	**Increased 16.3 Points**
Black African American	3	12	35.5	TBD	42	45	48	51	54	Increased 23.5 Points
Asian	2	52.6	60.8	TBD	65	67	69	71	73	Increased 8.2 Points
Hispanic	6	-26	-9.7	TBD	2	8	14	20	26	Increased 16.3 Points
Two or More Races	6	N/A Less than 11 students	-14.6	TBD	-3	3	9	15	21	N/A
Students w/ Disabilities	6	-29.6	-65	TBD	-53	-47	-41	-35	-29	Declined 35.4 Points
White	6	-64.9	-38.3	TBD	-26	-20	-14	-8	-2	Increased 26.6 Points
Long-term English Learners (LTEL)	6	N/A	-31.4	TBD	-19	-13	-7	-1	5	N/A
English Learners	3	6.7	16.2	TBD	22	25	28	31	34	Increased 9.4 Points
Socioeconomically Disadvantaged	3	20.2	38.4	TBD	44	47	50	53	56	Increased 18.2 Points

Math Academic Targets	Increase (Points)*	Baseline 2022-23 CA (DFS)	2023-24 CA DASHBOARD	2024-25 (DFS)	2025-26 (DFS)	2026-27 (DFS)	2027-28 (DFS)	2028-29 (DFS)	2029-30 (DFS)	Current Difference from Baseline 2022/23 compared to 2023/24 (DFS)
All Students	**3**	**21.1**	**26.5**	**TBD**	**33**	**36**	**39**	**42**	**45**	**Increased 5.4 Points**
Black African American	3	2.3	20.1	TBD	26	29	32	35	38	Increased 17.8 Points
Asian	2	67.1	55.7	TBD	60	62	64	66	68	Declined 11.3

										Points
Hispanic	6	-62.1	-22.7	TBD	-11	-5	1	7	13	Increased 39.4 Points
Two or More Races	6	N/A Less than 11 students	-14.1	TBD	-2	4	10	16	22	N/A
Students w/ Disabilities	6	-5.9	-66.5	TBD	-55	-49	-43	-37	-31	Declined 60.6 Points
White	6	-27.5	-65	TBD	-53	-47	-41	-35	-29	Declined 37.6 Points
Long-term English Learners (LTEL)	6	N/A	-32.7	TBD	-21	-15	-9	-3	3	Increased 11.3 Points
English Learners	3	16.5	14.9	TBD	21	24	27	30	33	Maintained -1.6 Points
Socioeconomically Disadvantaged	3	22.3	28.8	TBD	35	38	41	44	47	Increased 6.5 Points

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

Goal: All students meet/exceed standards in Science. Targeted groups make accelerated growth.

Metric: Average Distance From Standard (DFS) on SBAC (0=meeting standard)

Subgroups not listed: Fewer than 11 students - data not displayed for privacy

Science Academic Targets (CAST)	**Baseline 2022-23 CA DASHBOARD**	**Year 1 Outcome: 2023-24 Results**	**Year 2 Outcome: 2024-25** (DFS)	**Target for Year 3 Outcome: 2025-26** (DFS)	**Current Difference from Baseline 2022/23 compared to 2023/24** (DFS)
All Students	-11.8	-6.6	TBD	-3.3	Increased 5.2 Points
African American	-18.7	-10	TBD	-7	Increased 8.7 Points
Asian	-0.3	1.1	TBD	4.1	Increased 1.4 Points
English Learners	-13.7	-11.1	TBD	-8.1	Increased by 2.6 Points
Socioeconomically Disadvantaged	-12.4	-7	TBD	-4	Increased by 5.4 Points

Goal 1: Student Achievement and Academic Outcomes
Update from the 2024-25 School Year (Formerly Goal 3)

Metric #	Metric	Baseline 2023-2024	Year 1 Outcome: 2024-2025	Year 2 Outcome: 2025-2026	Target for Year 3 2026-27	Current Difference from Baseline
1	Formative Proficiency Assessment Math -NWEA (MAP)	No baseline data available (implemented in the 24-25 school year)	77th Percentile	TBD	83rd Percentile	No baseline data available (implemented in the 24-25 school year)
2	Formative Proficiency Assessment ELA -NWEA (MAP)	No baseline data available (implemented in the 24-25 school year)	62nd Percentile	TBD	68th Percentile	No baseline data available (implemented in the 24-25 school year)
3	Consistent teacher use of Unified Insights software	50% of teachers have used Unified Insights to look at student data	60% of teachers have used Unified Insights at least once to look at student data	0% Will Discontinue with Program	0% Will Discontinue with Program	No baseline data available (implemented in the 23-24 school year)
4	NWEA–This will be a new program for 2024-2025	No baseline data available (implemented in the 24-25 school year)	75% of students took the final test	TBD	89%	No Baseline
5	Illuminate usage for students	Illuminate Usage 75%	Illuminate Usage: 0% of students taking Illuminate benchmark assessments	TBD	0% - Students will not use this program as we replaced it with NWEA	-75% Did not use this program this year

6	Percent of teachers using RespondEDU	No baseline data available (implemented in the 24-25 school year)	0% of teachers used this	0% no longer using this program	0% no longer using this program	0%
7	Reduce Student Retention: Students with Disabilities	3%	0	TBD	0	-3%
8	Reduce Student Retention: General Education Students	3%	2.0%	TBD	1.5%	
9	% of observed teaching time with GLAD strategies	GLAD use observed 0% of teaching time	GLAD use observed 10% of teaching time	GLAD use observed at 50%	GLAD use observed 55% of teaching time	50%
10	English Learners making annual growth as measured by ELPAC annual growth data	64.7% making progress towards English Language Proficiency	37.4% making progress towards English Language Proficiency	TBD	65% of English Language Learners made at least one level progress based on ELPAC data	-27.3%
11	Rate of reclassification	28% of English Language Learners were reclassified in 2023	30% of English Language Learners were reclassified in 2024	TBD	25% of English Language Learners will be reclassified as Fluent	2%
12	% meeting or exceeding ELA standards	6.7 Points (DFS)	16.2 Points (DFS)	TBD	22 Points DFS	9.4 DFS
13	English Learner Progress: All English Learners	64.7%	37.4%	TBD	60%	-27.3%
14	English Learner Progress: Long Term English Learners	50%	40%	TBD	60%	-10%

Goal Analysis for [2024-2025]

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

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

Goal 1:Student Achievement and Academic Outcomes

Metric 1: NWEA Math -

We started using NWEA for our quarterly benchmarks for the district in the 2024-2025 school year. AIPCS II ended up scoring in the 77th percentile in mathematics for students in grades K-8. We set a target growth goal of 80th percentile for the following year. To increase percentiles in this category, we have multiple actions planned for the 2025-26 school year. Starting with the first week of school, teachers will receive the data of their students from the previous year. They will attend professional development on how to look through this data and plan from there. Then, students will be taking a diagnostic to see where they currently are relative to grade level standards. Student data will be disaggregated and students will be put into categories of exceeding, meeting, nearly at, or below standard. After week 2-3 of the school year, teachers will conduct after school tutoring with students from the below standard and nearly met standard groups. These same students will also attend Academic Saturday School where they will work more closely with the CCSS standards. After 9 weeks, another benchmark will be given to monitor whether students achieving below grade level made improvements and intervention supports will be aligned as needed. The cycle will repeat and we will make sure to target those groups of students who are struggling the most. Other additional interventions include Winter school during the holiday break and pull-outs for small group instruction.

Metric 2: NWEA ELA -

We started using NWEA for our quarterly benchmarks for the district in the 2024-2025 school year. This program replaced the Scholastic Reading Inventory. AIPCS II ended up scoring in the 62nd percentile. Upon looking into why our students scored lower than in mathematics, we discovered that three of our classes were taught by long-term substitute teachers, and those classes also had a large percentage of EL's. We have set a goal of 65th percentile for the 2025-26 school year, and are focusing on improving our teacher hiring practices to ensure that we have high-quality and credentialed teachers in our classrooms. In May 2025, the AIMS Board voted to increase the teacher salary scale, which now makes us competitive in Oakland. Additionally, to improve student achievement, we will establish benchmark assessments and data reviews, similar to what was described for our math.

Metric 3:

Unified Insights: We implemented this data tracking program in the 2023-2024 school year. In the 24-25 school year, we had professional development at the start of the year on how to use this system. School leaders also created their own data tracking tools, and our assessment program, NWEA, had its own data warehouse and teachers used that more. Teachers didn't like that they had to go through multiple steps to login to this program as it is a widget/app within our Power School system. We have decided to discontinue this program so a goal for the following year is not included.

Metric 4:NWEA -

We started using NWEA for our quarterly benchmarks for the district in the 2024-2025 school year. For this year, our quarter 4 tests had a 75% student completion rate. This test was taken near the end of the year and we still have a few vacancies with subs and teachers calling out. Some of the classes were unable to test by the end date. We plan on having all classes staffed next year and hope to have 86% or more of our student population take the NWEA math and ELA test in 2025-2026.

Metric 5: Illuminate:

To start out with our baseline, we had 75% usage of the Illuminate assessment platform amongst our students. The following year, we had 80% usage as this was one of our main assessment platforms. However, we recently adopted NWEA as our main assessment platform and Illuminate became obsolete.

Metric 6:Respond EDU -

This was a lesson plan creation program that was introduced to teachers in the 24-25 school year. We made the jump to this platform thinking it would help the teachers with their lesson plan creation. However, after our initial training and professional development, teachers didn't buy-in to it. They found the platform time-consuming, difficult to use, and useless because it didn't match what was in the textbooks (sequencing was off.) We have discontinued it for next year.

Measuring and Reporting Results: Formerly Goal 5

Metric 1:

Percentage of observed teaching time with GLAD strategies. We hired our own ELD coordinator to conduct training and work with teachers to see a slight increase in use of ELD. This school year (24-25) each teacher was responsible for putting ELD strategies in their lesson plans and circling the strategies they were going to use on their whiteboard. This worked and we saw 50% of the teachers use GLAD strategies while classroom observations were conducted. We are going to continue to train teachers on these strategies and have our ELD team demo them in the classrooms.

Metric 2:ELPAC Growth -

We saw tremendous growth in our baseline year on the ELPAC at 64.7. However, we saw a decline of 27.3 percent in the following year. After doing an analysis, we found out that our newly introduced testing procedures were causing too many distractions. Teachers wanted

EL students to miss less instructional class time when taking the ELPAC, so instead of separating students for testing, we put multiple grade levels in one room. This proved to be the wrong decision as you had K students with upper grades based on schedules and this caused too many distractions which led to the lower results. We planned on going back to the original testing method from our baseline year and the 24/25 results are TBD.

Metric 3:

Metric 4: Percent meeting or exceeding ELA standards -

Our ELL students have been doing well with meeting and exceeding the standards in ELA. Our baseline is a +6.7 and we continued to grow to 16.2 DFS the following year. The 24/25 results are TBD. This is attributed to a more organized ELD program that is focused on student outcomes as well as training for classroom teachers on how to use select strategies.

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

There were no significant changes to expected budgeted expenditures and actual expenditures.

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

For this current school year, we wanted to use an assessment system that the CDE recognized for charter renewal. We decided to purchase NWEA to use as our main benchmark assessment system. Teachers were able to buy-in to the program and liked it a lot. This had us stop using Illuminate and Scholastic as teachers wanted only one assessment system to test students and keep track of data on. This proved to be effective as we saw an increase in most grade level percentiles from quarter to quarter. We found that the program called Respond EDU was ineffective or at least didn't work for our teachers. The program was difficult to use, teachers were confused on how to create the actual lesson plan, and our current curriculum and textbooks were hard to match with the CCSS standards sequence of Respond EDU.

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

We have made planned changes to Metrics 3, 5, and 6. We found out that teachers were not using Unified Insights to look at data like they should have been. Our assessment platforms included their own in-house data systems that teachers found much easier to use. The site admin also had data housed on another sheet that was continually updated by teachers. For Metric 5, we decided to stick with NWEA as our sole assessment platform. For Metric 6, we found that the program called Respond EDU was ineffective and we will not use it in the coming years.

As stated in the introduction our full LCAP has been reorganized into three primary goal areas and to include the areas of work (and corresponding data metrics) that align with the MOU.

Actions

- 1.1: All students meet or exceed standards in ELA and Math
- 1.2: Provide tiered support to address achievement gaps

Action #	Title	Description	Total Funds	Contributing
1.1.1	Administrators	Restructure leadership of the school sites to support instruction and classroom management. • Head of Schools • Dean of Students	**GP** $319,885	
1.1.2	Teachers	Appropriately assigned, trained, and credentialed teachers will provide high quality instruction to all students using AIMS practices and data driven strategies. Art and Music Teacher World Language Teacher	**GP** $2,746,854 **6200 Prop 28** $112,763 **6732 Art & Music** $171,747 **6500 SPED** $79263 Measure G1	

1.1.3	Substitutes	Substitutes will be provided in absences of teachers.	**GP** $100,000	
1.1.4	Approved curriculum (textbooks, online learning platforms)	Approved textbooks and standards aligned instructional materials will ensure that students will have access to appropriate curriculum.	$158,000 AMIM & LREBG	
1.1.5	Books and Other Reference Materials- Supplemental Curriculum, Online Learning Platforms	Approved online learning programs to supplement learning and promote student success.	GP $10,000	Yes
1.1.6	Instructional Materials/Supplies	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, class materials, supplies, science lab, and other instructional materials.	$24,000 AMIM	
1.1.7	Teacher professional development	Provide training on Trauma-Informed instructional strategies, DEI, and MTSS via the Bootcamp at the start of the year and then quarterly throughout the year. (Teach Like a Champion). Teachers and support staff will receive training from adopted curriculum vendors to enhance a deeper understanding of curriculum implementation aligned with ELD standards, CCSS, and lesson planning. Substitutes to cover for teachers to attend training/peer observations	GP $79,000 + LREBG $23,000	
1.1.8	Professional Development for Administrators	Train the Trainer model open within Teach Like a Champion. Utilize school reviews and outreach to other schools to understand their models and instructional practices.	**GP** $31,875	

1.1.9	Implement a robust data monitoring system	Meet every 9 weeks to analyze quarterly interim assessments, adjust pacing guides and instructional plans for the next quarter, and plan interventions for students. Support facilitated by a consultant (Wes Jacques) Hire a Manager of Data and Performance to support data governance and monitoring.	**GP** $30,749.35	
1.1.10	Grade Level Chairs	Plans activities and assemblies at their grade level, ensures consistency of academic practices across classrooms. $3,000 stipend each grade level.	$27,000	
1.1.11	Increase Teacher Collaboration Time	Align bell schedule to support teacher collaboration across grade levels and in service of students with disabilities, English Learners, and those that are behind in grade level.	N/A	
1.1.12	Field Trips	Augment academic instruction and enrich student experience with field trips at each grade level–at least one per year.	**6762 Art & Music** $15,000	
1.1.13	Testing supplies and fees	Testing supplies to enhance and support SBAC/CAASPP preparation.	$6302 + LREBG	
1.1.14	Gym Rental	Rent access to a gym to improve student experience of, and options in, Physical Education	**GP** $82,899	
1.2.1	Increase Access for Students with Disabilities	Provide training to staff about the SST and IEP processes during summer Bootcamp, and then have regular engagements to support teachers with student identification. Primary focus is on the first quarter.	**GP** $128,892 **6500 SPED** $185,018	

		Staff four Education Specialists and one Director for SPED to manage the program, support with IEPs and manage the caseload.		
1.2.2	Reduce Student Retention	Provide weekly Saturday School for students needing extra support, starting in September and continuing through May. ● Teachers will each hold one Saturday School day a month and be paid via extended contract. (43 teachers paid $260/month for a total of $90,000 (spread across three sites) Provide Break classes and support during Winter and Spring breaks, for 6 days total. (4 teachers per day at $65/hour for four hours per day for a total of $6,240) Provide Summer School: 3 weeks in July, four hours a day, 6 teachers per day, at $65/hour for a total of $23,400) Hire a Coordinator of Extended School Programming to support identification of students for after school and break classes, and to monitor their progress.	LREBG $88,184	
1.2.3	ELD Manager	The ELD Manager organizes the on-going training in GLAD strategies for teachers and provides demo lessons and one-on-one support for teachers. The ELD Manager will also meet with staff who conduct teacher observations in order to track the percentage of time GLAD strategies are used during observations. The ELD Manager also coordinates ELPAC testing and ELAC.	**GP** $54,366	Yes
1.2.4	ELD Teachers	Hire three ELD teachers to provide regular, targeted instructional support to small intervention groups (of ELPAC level 1 and 2 EL students) and supplementary language curriculum support to	**GP** $63,560	Yes

		level 3 students.		
1.2.5	ELD Supplies and Materials	ELPAC Testing Materials ELD Curriculum Related technology and software	Title III $5000	Yes
1.2.6	School Library	Funds for Classroom and/or School Libraries for diverse books and multilingual text	$10,000 AMIM	Yes

Goal 2: School Climate and Student Engagement

Goal #	Description	Type of Goal
2	**School Climate and Student Engagement** AIMS is committed to supporting a safe and productive learning environment for all youth to succeed. In reflecting on our enrollment data, we have room to improve in serving underrepresented students, particularly students with disabilities and Latino students. To that end, we have created specific goals to attract and retain underrepresented students. Additionally, we have created goals to promote student social-emotional and physical safety. Aligned with our LCAP from 2024-25 and our current MOU, below are our subgoals: • 2.1: Increase Access for Underrepresented Students ○ Increase Access for Students with Disabilities (MOU Goal #3) ○ Increase Access for Latino Students (MOU Goal #6) • 2.2: Provide a Safe School Environment ○ Provide a safe school environment (MOU Goal #5)	Broad and targeted

	○ Provide a safe school environment and reduce suspensions (MOU Goal #5.) ● 2.3: Create a Welcoming and Inclusive School Culture ○ Measure all students are engaged in school by reducing chronic absenteeism. (MOU Goal #7) ○ Chronic Absenteeism (Formerly LCAP Goal #6, MOU Goal #7) ○ School Culture and Climate (Formerly LCAP Goal #4) ○ Reduce midyear transfers (MOU Goal #9)	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parent Involvement
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Student Engagement
Priority 6: School Climate
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Explanation of Goal 2:

The holistic needs of students (particularly mental health) must be taken into account alongside academic achievement in order to facilitate student and community success. Our goal is to provide a positive, safe, and comfortable environment where students and teachers only need to worry about teaching and learning. We also want to focus on positive interactions with staff and students. Our goal is to teach students how to learn from their mistakes, positively interact with their peers, and build trust within the school community.

California School Dashboard (Dashboard) and local data indicate that low-income students and Latino students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students. We are prioritizing building systems to support students who are chronically absent and to implement Positive Behavior Intervention and Supports (PBIS), among other intervention strategies.

Measuring and Reporting Results:

Metric #	Metric	Baseline 2023-24	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome - 2026-27	Current Difference from Baseline
1	Increase enrollment students with disabilities	27 (4.3%)	31 (5.02%)	*TBD*	60 (9.4%)	4 (12.9%)
2	Increase Enrollment for Latino Students	46 (7.6%)	51 (8.27%)	*TBD*	67 (10.5%)	5 (0.67%)
3	Student Survey - Regarding Safety- California Health Kids Survey (CHKS)	3rd: 77% 5th: 64% 6th: 33% 8th: 41%	3rd: 100% 5th: 100% 6th: 58% 8th: 44%	*TBD*	3rd: 80% 5th: 70% 6th: 65% 8th: 65%	3rd: 23% 5th: 36% 6th: 25% 8th: 3%
4	Student Survey - Caring adults in school California Health Kids Survey (CHKS)	3rd: 70% 5th: 55% 6th: 17% 8th: 55%	3rd: 97% 5th: 67% 6th: 48% 8th: 55%	*TBD*	3rd: 80% 5th: 80% 6th: 80% 8th: 80%	3rd: 27% 5th: 12% 6th: 31% 8th: 0%
5	Parent Climate Survey - This school is a safe place for my child. California School Parent Survey (CSPS)	85% of parents agree or strongly agree	95% of parents agree or strongly agree	*TBD*	90% of parents will agree or strongly agree	10%
6	Parent Survey - This school has high expectations for all students California School Parent Survey (CSPS)	89% of Parents agree or strongly agree	95% of Parents agree or strongly agree	*TBD*	Family Response: 93% will agree or strongly agree Source California School Parent Survey (CSPS)	6%

7	Family Traffic Safety Survey Completion	No data	No data	*TBD*	70%	
8	Families reporting Safety during arrival/dismissal (rating 4/5 or 5/5)	No data	No data	*TBD*	85%	
9	Staff on Duty Outside: Drop-off, pick-up, P.E., Field Trips (Signed Logs)	No data	No data	*TBD*	100%	
10	PBIS Implementation % of staff using PBIS app/month	No data	No data	*TBD*	85%	
11	Staff Safety Training Completion	95%	95%	*TBD*	100%	
12	Monthly Safety Drills and Evacuations**	90%	90%	*TBD*	100%	
13	Percent of students in grade 3-8, receiving social emotional counseling, who reported an increased sense of connection and belonging.	No Baseline		*TBD*	50% Percent of students in grade 3-8, receiving social emotional counseling, who reported an increased sense of connection and belonging.	
14	After school program participation	50 Students will participate in afterschool program	85 Students are participating in ASES funding afterschool	*TBD*	80 Students will participate in the afterschool program	35

15	Chronic Absenteeism Rate	Schoolwide: 17.1% Asian: 7.1% Black/African American: 14.4% Latino: 45.6% Students with Disabilities: 32.4% English Learner: 17.6% Long-term English Learners: 25.7% Socioeconomically Disadvantaged: 19.5% White: 62.1% Two or more races: 23.8%	Schoolwide: 15.1% Asian: 4.2% Black/African American: 13.2% Latino: 38% Students w/ Disabilities: 20.6% English Learner (EL): 16.8% Long-Term English Learner: 25% Socioeconomically Disadvantaged: 15.5% White: 51.4% Two or more races: 31.7%	*TBD*	Schoolwide: 13% Asian: 7% Black/African American: 12% Latino: 15% Students w/ Disabilities: 15% English Learner (EL): 12% Long-Term English Learner: 12% Socioeconomically Disadvantaged: 12% White: 15% Two or more races: 15%	Schoolwide: -2% Asian: -2.9% Black/African American: -1.2% Latino: -7.6% Students w/ Disabilities: -11.8% English Learner (EL): - 0.8% Long-Term English Learner: -0.7% Socioeconomically Disadvantaged: -4% White: - 10.7% Two or more races: 7.9%
16	Average Daily Attendance: Schoolwide	94.90%	94.97%	*TBD*	95.5%	0.07
17	Suspension Rate	School wide: 0.9% Asian: 0.8% Black/African American: 0.6% Latino: 3.4% Students with Disabilities: 0% English Learner: 0.5% Long-term English Learners: Socioeconomically Disadvantaged: 1% White: 0%	School wide: 1.3% Asian: 0% Black/African American: 1.3% Latino: 0% Students with Disabilities: 0% English Learner: 1.6% Long-term English Learners: 6.3% Socioeconomically Disadvantaged: 1.5% White: 10.8%	*TBD*	Schoolwide: 3% Asian: 1% Black/African American: 4% Latino: 1.50% Students with Disabilities: 8% English Learner: 2% Long-term English Learners: 8% Socioeconomically Disadvantaged: 3% White: 9%	Schoolwide: 0.4% Asian: -0.8% Black/African American: 0.7% Latino: -3.4%% Students with Disabilities: 0% English Learner: 1.1% Long-term English Learners: 6.3% Socioeconomically Disadvantaged: 0.5% White: 10.8%
18	Percent of Students Participating in a Student Club or Leadership Group	No baseline data available.				

19	Percent of students in grade 3-8th, receiving social emotional counseling	No baseline data available (This data has not been previously collected.)			15% of students in grade 3rd - 8th, receiving social emotional counseling	

Goal Analysis for [2024-2025]

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

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

During the 2024–2025 school year, we successfully implemented most of the actions and services outlined in the LCAP. The plan remained closely aligned with our priorities of improving student outcomes, ensuring equity, and supporting staff development. Instructional supports, student engagement initiatives, and supplemental services for unduplicated students were largely implemented as planned.

While the majority of actions were executed, there were a few substantive differences in how some items were carried out:

- Instructional Coaching: A significant disruption occurred midyear with the unexpected passing of our instructional coach. This heartbreaking event deeply impacted our staff and limited our ability to fully implement the instructional coaching cycle and associated support for teachers during the second half of the year. Although some coaching structures remained in place, we were unable to replace the position in time to complete the full scope of work outlined in the LCAP.

- RespondEdu: Although this initiative was included in the LCAP plan, it was ultimately funded through alternative sources outside of LCFF, allowing us to preserve LCAP funds for other critical needs.

- Professional Development (PD): We did not spend the full amount budgeted for professional development under the LCAP. In part, this was due to cost savings through leveraging other funding sources, such as ESSER III and one-time grant funds, to support staff training opportunities. This strategic shift helped us maintain all planned PD offerings without drawing heavily on LCAP funds.

Challenges:

- The loss of key personnel during the year created emotional and operational challenges, particularly related to coaching and teacher support. The absence of a replacement limited the consistency and depth of professional growth structures we had intended to implement.

- Adjustments in funding sources required real-time collaboration across departments to ensure continued service delivery without disruption, especially for PD and technology-related contracts.

Successes:

- Despite the challenges, all student-facing actions—including intervention support, enrichment programs, and social-emotional learning initiatives—were successfully implemented and well-received by staff and families.
- The ability to leverage other funding sources for RespondEdu and professional development reflects a proactive and flexible fiscal strategy that allowed us to maintain service levels while preserving LCFF resources for future needs.
- Staff remained committed to the goals of the LCAP, and school leaders adapted plans to ensure that student outcomes remained central even as implementation challenges emerged.

School Climate and Student Engagement

During the 2024–2025 school year, we successfully implemented all actions and services outlined in the Local Control and Accountability Plan (LCAP). The actions were executed with fidelity and aligned with the goals set. We merged goal 4 and goal 6 from 2024-25 LCAP into the new goal 2, this goal analysis is for 2024-2025 LCAP Goal 4 and Goal 6.

Differences Between Planned Actions and Actual Implementation:

There were no major deviations from the planned actions in the LCAP. However, one minor adjustment occurred in the implementation of our attendance incentive program:

Planned: Monthly celebrations recognizing students with perfect attendance.

Actual: Due to scheduling limitations and the desire to create more meaningful recognition events, we held quarterly attendance celebrations instead of monthly. These events were well-received by students and families and allowed us to highlight consistent attendance over a longer period, fostering a deeper appreciation for school engagement.

No other substantive changes or omissions occurred in the implementation of planned actions.

Metric 1: Increase Enrollment of Students with Disabilities

Baseline: 27 (4.3%) → Year 1: 31 (5.02%) → Target: 60 (9.4%) → Difference: +4
Implementation followed the planned actions, including targeted outreach, stronger IEP transition supports, and improved enrollment procedures. However, while growth was evident, it lagged behind projections due to continued misconceptions about inclusive practices, which were not fully addressed in Year 1.

Metric 2: Increase Enrollment of Latino Students

Baseline: 46 (7.6%) → Year 1: 51 (8.27%) → Target: 67 (10.5%) → Difference: +5
Outreach efforts in predominantly Latino communities, including translated materials and community engagement events, were implemented as planned. Growth was achieved but at a slower pace than expected, indicating the need for more sustained partnerships with local community organizations.

Metric 3: CHKS Student Survey – Sense of Safety

Baseline (varies by grade) → Year 1 Improvements: Up to +25%
Significant progress was made, especially in Grades 3 and 5. Actual implementation went beyond planned classroom supports to include additional staff presence, trauma-informed training, and peer mediation programs. This likely drove higher survey results than anticipated, though middle school responses remain low and require more focused attention.

Metric 4: CHKS Student Survey – Caring Adults at School

Baseline (varies) → Year 1: Significant gains in Grades 3–6
A major part of the plan—embedding adult-student connection initiatives like advisory periods and mentorships—was implemented effectively in the early grades. Grades 6 and 8 remain below targets, suggesting that those structures may need tailoring to older students' developmental needs.

Metric 5: CSPS – “School is a Safe Place for My Child”

Baseline: 85% → Year 1: 95% → Target: 90% → Difference: +10
Parents' perception of safety improved more than anticipated. Communication strategies about drills, visitor policies, and emergency protocols were emphasized more than initially planned and were positively received.

Metric 6: CSPS – “High Expectations for All Students”

Baseline: 89% → Year 1: 95% → Target: 93% → Difference: +6
Planned efforts to clarify academic expectations (through back-to-school nights, report cards, and direct communication) were implemented as expected, contributing to increased parent confidence.

Metric 7: Family Traffic Safety Survey Completion

Baseline: No Data → Year 1: No Data

Survey creation and distribution were delayed due to logistical issues. Planned implementation did not occur as scheduled and is rescheduled for Year 2.

Metric 8: Family Rating of Safety During Arrival/Dismissal

Baseline: No Data
No data was collected this year due to delays in survey deployment. Implementation did not align with planned timeline and will need corrective actions in Year 2.

Metric 9: Staff on Duty During Key Times (Logs)

Baseline: No Data
Data tracking systems (sign-in logs, digital forms) were not implemented in Year 1 due to time constraints. This will need to be prioritized early in Year 2.

Metric 10: PBIS App Use by Staff

Baseline: No Data
While staff were trained on the PBIS app, actual monthly usage data was not tracked systematically. The difference from planned implementation is significant, and targeted support is needed to ensure full adoption in Year 2.

Metric 11: Staff Safety Training Completion

Baseline: 95% → Year 1: 95% → Target: 100% → Difference: 0
All required trainings were offered and tracked. Implementation was consistent with the plan; remaining 5% were largely due to onboarding timelines and scheduling conflicts, to be resolved in Year 2.

Metric 12: Monthly Safety Drills and Evacuations

Baseline: 90% → Year 1: 90% → Target: 100% → Difference: 0
Most drills were completed, but full documentation and consistency were lacking. Planned drill calendar was followed, but fire/weather drills occasionally fell behind due to weather or staffing shortages.

Metric 13: Students Receiving Counseling Reporting Increased Belonging

Baseline: No data → Target: 50%

Surveys for this group were not implemented in Year 1 due to staffing limitations. Counseling logs exist, but student feedback mechanisms need development for full implementation in Year 2.

Metric 14: Afterschool Program Participation

Baseline: 50 students → Year 1: 85 students → Target: 80 → Difference: +35
Participation exceeded expectations due to improved communication and alignment with student interests. Implementation was successful, with stronger community partnerships than originally planned.

Metric 15: Chronic Absenteeism (All & Subgroups)

Baseline: Varied by subgroup → Year 1: Improvement in most groups
Attendance interventions (calls, incentives, home visits) were implemented as planned. Subgroups such as students with disabilities and Latino students showed the most progress.

Metric 16: Average Daily Attendance

Baseline: 94.90% → Year 1: 94.97% → Target: 95.5% → Difference: +0.07
Slight improvement suggests consistency, but additional efforts are needed to close the remaining gap. No major changes to the implementation plan are required.

Metric 17: Suspension Rate

Baseline & Year 1: Mixed results by subgroup
Overall rate increased slightly, though Latino and Asian students had reduced suspensions. Planned implementation of restorative practices was partially completed. Full training and monitoring structures need to be solidified in Year 2.

Metric 18: Student Club/Leadership Participation

Baseline: No Data
Tracking systems were not developed in Year 1. Planned student surveys and activity logs need to be launched to measure and expand participation.

Metric 19: Percent of Students Receiving SEL Counseling (Grades 3–8)

Baseline: No data → Year 1: 15%

Initial identification and service delivery met planned targets. A central challenge was the lack of baseline data to measure growth. Year 2 will focus on formalizing referral systems and follow-up procedures.

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

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

Per the full description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions outlined above, our ambitious goals for next year were met in some areas, and not fully implemented in others. Areas called out as a particular concern in the MOU process include chronic absenteeism, student safety, and inclusion of diverse student populations. All three of these areas are being addressed more specifically in the 2025-26 LCAP.

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

As part of a comprehensive review of our LCAP goals and metrics, we realigned several components to better reflect actionable, measurable outcomes aligned with the MOU that was submitted to ACOE and strategic priorities.

Merged and New Goals: We merged goal 4 and goal 6 from 2024-25 LCAP into the new goal 2 to reduce redundancy and provide a more cohesive vision of student success and school climate.

Metric Expansion and Removal: We expanded metrics where appropriate — for instance, in areas related to chronic absenteeism and suspension rates, we included all student subgroups, even if some subgroups performed well on the California School Dashboard. This ensures equity remains central and allows for continuous monitoring across all groups. We also added metrics that were found in the MOU such as increasing enrollment for students disability and

Conversely, we removed metrics where we lacked the infrastructure or data collection systems to ensure accuracy. These removals were not due to lack of importance, but rather to focus our efforts on actionable and trackable data sources. For example, certain parent engagement and postsecondary preparedness metrics were temporarily paused while we develop stronger systems for longitudinal tracking and stakeholder input.

New metrics for the 2025-2026 LCAP based on MOU

Metric 1: Increase enrollment students with disabilities

Metric 2: Increase Enrollment for Latino Students

Metric 7: Family Traffic Safety Survey Completion:
This survey will be completed in Q1 for the 25-26 school year.

Metric 8: Families reporting Safety during arrival/dismissal (rating 4/5 or 5/5)
This survey will be completed in Q1 for the 25-26 school year.

Metric 9: Staff on Duty Outside: Drop-off, pick-up, P.E., Field Trips (Signed Logs)
This survey will be completed in Q1 for the 25-26 school year.

Metric 10: PBIS Implementation % of staff using PBIS app/month: PBIS was implemented this school year.

Metric 11: Staff Safety Training Completion

For the FY24–25 fiscal year, all staff successfully completed nine mandatory safety trainings, achieving a 100% participation rate. The required trainings included: Active Assailant Preparedness, Mandated Reporter: Child Abuse & Neglect, School Intruders, School Violence: Identification and Response, Sexual Harassment, Terrorism Awareness & Response, Threat Assessment, Title IX & Gender Equity in Athletics, Visual Weapons Screening

Metric 12: Monthly Safety Drills and Evacuations

Actions

- 2.1: Increase Access and Support for Underrepresented Students
- 2.2: Provide a Safe School Environment
- 2.3: Create a Welcoming and Inclusive School Culture

Action #	Title	Description	Total Funds	Contributing
2.1.1	Teacher Assistants	Support staff will provide regular and equitable instructional "push-in" and "pull-out" support to students. Support staff will also provide and promote a positive, proactive, professional, and efficient environment.	**GP** $130,702 **3010 Title I** $83,497	Yes
2.1.2	Intervention Aides	Support staff will provide regular and equitable instructional "push-in" and "pull-out" support to students. Support staff will also provide and promote a positive, proactive, professional, and efficient environment.	**GP** $294,055 **7435 LRBG** $122,629 **6500 SPED** $65,993	Yes
2.1.3	Support Staff Training	Provide training on effective classroom management and instructional strategies.	GP $50,000	
2.1.4	Establish a Department Dedicated to Multi-Tiered Systems of Supports (MTSS)	Set up and maintain systems for student support including SSTs, intervention and summer programming, and identification of students for SPED and ELD. Hire: MTSS Director, Coordinator of Extended School Programming, and a Community School Manager	$120,000	
2.1.5	Increase Number of Students with Disabilities	Increase our SPED Enrollment by: (1) promotion of special education programming through SPED resource centers and stronger communication with families, and (2) stronger coordination between Student Study Team (SST) process, individualized learning plans (ILPs), and referrals for special education assessment.	N/A included in other salaries	

2.1.6	Materials, Supplies, and Personnel to Support Special Education Programs and Students	Education Specialists (formerly referred to as SPED Teachers) are included in the staffing plan outlined in Section 1.1.2, with assignments based on a 1:28 ratio of staff to special education students. Instructional Assistant (IA) positions, as detailed in Section 2.1.1, are allocated on an as-needed basis, determined by the individual needs of students. Specialized service providers are engaged to deliver related services as outlined in students' Individualized Education Programs (IEPs). These services include Occupational Therapy (OT), Speech and Language Therapy, Psychological Services, Assistive Technology, and Counseling.	**GP** $128,892 **6500 SPED** $185,018	
2.1.7	Increase Access for Latino 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.	GP $5,000	
2.1.8	Public Transportation Support to Vulnerable Student Populations	AIMS will provide support to its most vulnerable student populations (low-income, homeless, foster care, etc.) by providing public transportation passes (clipper cards). Transportation cost for our NPS students.	0	
2.1.9	Establish Enrollment Monitoring Systems	Develop internal capacity to assess student enrollment patterns and trends and develop methodologies for outreach to underrepresented communities. Improve systems for monitoring student movement once they leave AIMS to better understand areas for improvement and student need. Special focus on populations outlined in the MOU include	GP $100,000	

		Latino students and students with disabilities. Hire a Director of Enrollment and maintain an Enrollment and Student Data Analyst position to support recruitment and understanding of enrollment patterns.		
2.2.1	Provide a Safe School Environment	As a part of onboarding, all staff will complete Vector trainings in emergency preparedness, legal compliance, and threat response protocols. All staff will also be certified in CPR. Five staff per site will be trained in de-escalation techniques called Nonviolent Crisis Intervention. 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.	$20,000	
2.2.2	Provide a Safe School Environment and Reduce Suspensions	We will implement a tiered approach to intervention. Tier 1: ● Use of 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. Tiers 2 and 3: ● On-going training for staff, students and families in conflict mediation and positive school culture, and increased training and support for implementing behavior plans of students with IEPs.	**7435 LRBG** $3,825 **6762 Art & Music** $50,000	

2.2.3	Reduce Chronic Absenteeism	Improve our systems for monitoring and reporting student attendance. Introduce new accountability measures for chronically truant and tardy students. We are staffing a new Community School Manager position who will monitor attendance and the SST process for students experiencing difficulties with attendance, and academics.	**GP** $23,437 **3010 Title I** $50,546	
2.2.4	Reduce Midyear Transfers	The Community School Manager will 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.	Title I 50,646 GP 23,437	
2.2.5	Campus Safety and Security Enhancements	AIMS is committed to strengthening campus safety through a series of enhancements, including the installation of additional security cameras, upgraded security software, and improvements to the digital bell system. An organized and efficient student pick-up and dismissal system will also be implemented to support campus safety. AIMS will ensure full compliance with all school safety protocols and will conduct monthly safety drills as required. Planned safety measures also include the installation of an intercom system at the front desk, the deployment of vaping detection sensors, and the presence of an on-site security officer.	$2625 + $108,109	
2.2.6	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment,	$300,000	

		furniture, posters, and other materials that promote an effective learning place. Safety trainings and drills will be conducted for students and staff.		
2.2.7	GoGuardian	GoGuardian empowers staff with effective tools to create safe and engaging learning for every student. From digital guardrails to student safety support, we'll help you lay the foundation for learning to thrive.	**GP** $8,500	
2.2.8	Counseling for Students and Health Support	Providing individual and group counseling to students as needed. 3 academic counselors spread across both campuses. Additional counseling and health support provided and follows: Health Coordinator (1 position)- Promotes student wellness by managing health services, coordinating care plans, and promoting a safe and healthy school environment. (3 Schools) SEL Counselors (2 positions)- Provide mild to moderate socioemotional guidance, counseling, and support to help promote the holistic well-being of students, particularly with extra care towards student mental health. (3 Schools)	**GP** $53,557 **3010 Title I** $52,549 + SpEd Funding	
2.2.9	Vision and Hearing Screenings	Providing students with vision screenings, eye exams, glasses, and audiology screenings for all students	**7435 LRBG** $6,375	
2.2.10	Health and First Aid Equipment	Provide basic first aid and health supplies.	**6762 Art & Music** $3,060	
2.3.1	AIMS Athletic Department and Clubs	The purpose of the AIMS Athletic Department is to aid in the academic, emotional, mental, and physical development of our scholar-athletes through the promotion of teamwork, leadership, sportsmanship, and organized athletic competition.	**2600 ELOP** $121,380	

2.3.2	ParentSquare	ParentSquare is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. Parent Square also delivers secure documents and provides translation support in Chinese and Spanish languages.	**GP** $3,825	
2.3.3	PowerSchool (SIS)	PowerSchool is the Student Information System that is used to keep track of attendance, gradebook and student demographic information.	**GP** $10,384	
2.3.4	After School & Enrichment/ Extracurricular Programs	AIMS will hold afterschool programs to promote student engagement.	**6010 ASES** $203,279 **2600 ELOP** $951,037	
2.3.5	ESL	Provide English as a Second Language coursework for parents in 16-week series.	Title III $6,500	
2.3.6	SEL Curriculum & Professional Development	CharacterStrong will support school culture and climate	$15,000	
2.3.7	Parent Engagement Events	Supplies and food to support in-person parent events	**3010 Title 1** $5,908	
2.3.8	Student Recognition Events	Monthly and Quarterly events and celebrations to acknowledge student academic achievement, positive behavior, and attendance. These can include the PBIS Store, field trips, and assemblies.	Measure G1 $6000 Educator eff $5000	
2.3.9	Student Government	SGA The AIMS Student Government Association will provide opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment.	$3,000	

2.3.10	Annual Yearbook	The Golden Talon Yearbook AIMS will commit funding to the printing and distribution of The Yearbook, a student yearbook production.	$2,000	
2.3.11	Translation Services	LanguageLine Solutions will be utilized to provide translation and interpretation services during family meetings.	GP $2000 $1000 Title I	
2.3.12	Bridge Program	Teachers and aides for one week long Summer Bridge Program for new students to transition to AIMS Supplies and Curriculum for Summer Bridge Program	LRBG $10,000	

Goal 3: High-Performing Organization

Goal #	Description	Type of Goal
3	While not always visible, having strong systems, structures, and processes in place for managing the operational needs of our school is essential to our success. Additionally, due to the MOU with ACOE, there are new demands on our system to establish and maintain monthly, quarterly, and annual processes to gather and report on data and our progress towards the MOU goals. Finally, an area for growth at AIMS is hiring and retaining high-quality, fully-credentialed teachers. In 2025, the AIMS Board voted to increase teacher salaries, making AIMS competitive in Oakland. In addition to raising teacher salaries, we are increasing our efforts to attract and retain high-quality teachers. **High-Performing Organization (Supporting Conditions)** ● Support Effective Governance and Operations ○ Ensure MOU conditions are met through reporting to ACOE (MOU Goal #1) ○ Ensure effective governance and operations (MOU Goal #2) ● Teacher Hiring and Training ○ Ensure teachers are highly qualified (MOU Goal #4) ○ Instruction, Development, and Support (LCAP Goal #2) ● Effective Data and Monitoring Systems ○ Reduce midyear transfers (MOU Goal #9) ○ Ensure quality data for accurate reporting (MOU Goal #10) ○ Measurement of Data (LCAP Goal #3, MOU Goal #10)	Broad and Targeted

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parent Involvement and Family Engagement Priority 6: School Climate Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The smooth and effective operation of any LEA is the backbone to an organization's success. We have goals specifically referencing our Compliance, Human Resources, and Business Operations to describe our efforts to maintain fiscal solvency and alignment with all state and federal guidelines for operating an educational organization.

Recent trends in governance, safety, and teacher credentialing indicate that these are areas of needed improvement and growth. Specifically, we have set goals to improve our responsiveness to student, staff, and community complaints; to better organize and manage organizational governance through our Board of Directors; and to better attract, train, and place high-quality, fully-credentialed teachers.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-2024	Year 1 Outcome 2024-2025	Year 2 Outcome	Target for Year 3 Outcome - 2026-27	Current Difference from Baseline
1	AIPCS II: Formal Complaints Received	1	3	TBD	*	2
2	AIPCS II: Formal Complaints Resolved	1	2	TBD	*	1
3	AIMS K-12 CPC District: All complaints received	15	7	TBD	*	-8
4	Teacher Credential: Credentialed and Properly Assigned	12 (31%)	14 (35%)	TBD	26 (63%)	2 (4)
5	Teacher Credential: Mis-assigned, Intern, Out-of-field, ineffective, vacancy	27 (69%)	26 (65%)	TBD	15 (37%)	[Insert current difference from baseline here]
6	On-Track to Credential	No data	100%	TBD	100%	0

7	Percent of teachers who participate in professional development and rate the training as having a positive impact on instructional practice	50%	60%	TBD	85%	[Insert current difference from baseline here]
8	Reduce mid year transfers: All Students	34	45	TBD	30	9
9	Reduce mid year transfer: Students with Disabilities (Not including NPS placement)	3	4	TBD	3	1
10	CALPADS accuracy	No Data	No Data	TBD	97%	0
11	Accuracy rate of monthly attendance reporting	86%	86%	TBD	93%	0
12	Timely CALPADS Submissions	100%	100%	TBD	100%	0

Goal Analysis for [2024-2025]

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

Metric 1: AIPCS II – Formal Complaints Received

Baseline: 1 | Year 1 Outcome: 3 | Difference from Baseline: +2
The increase in formal complaints was unexpected. While protocols for managing complaints remained consistent, greater awareness of complaint processes may have led to the rise. Originally, outreach efforts were not anticipated to impact complaint volume, so this was a divergence from expected outcomes.

Metric 2: AIPCS II – Formal Complaints Resolved

Baseline: 1 | Year 1 Outcome: 2 | Difference from Baseline: +1
Improved internal tracking and follow-up systems contributed to resolving more complaints. No significant differences between planned and actual actions occurred, though faster resolution timelines than expected were achieved through better staff training.

Metric 3: AIMS K–12 CPC District – All Complaints Received

Baseline: 15 | Year 1 Outcome: 7 | Difference from Baseline: –8
A substantial reduction in complaints reflects better communication, earlier conflict resolution, and school climate initiatives. Actual implementation emphasized proactive support more than initially planned, which likely contributed to this decline.

Metric 4: Credentialed and Properly Assigned Teachers

Baseline: 12 (31%) | Year 1 Outcome: 14 (35%) | Target: 26 (63%) | Difference from Baseline: +2 (4%)
Incremental improvements were achieved through enhanced recruitment strategies and partnerships with credentialing programs. However, progress was slower than projected due to delays in candidate credential processing. Planned actions were implemented, but systemic external delays impacted outcomes.

Metric 5: Mis-assigned, Intern, Out-of-field, Ineffective, Vacancy

Baseline: 27 (69%) | Year 1 Outcome: 26 (65%) | Target: 15 (37%) | Difference from Baseline: –1 (4%)
Minimal progress occurred despite recruitment efforts. Although the plan included reducing out-of-field assignments, limited qualified candidate pools—especially in high-need subject areas—restricted the impact. Actual implementation was consistent with the plan, but external labor market conditions posed challenges.

Metric 6: On-Track to Credential

Baseline: No data | Year 1 Outcome: 100% | Target: 100% | Difference from Baseline: 0
All teachers on intern permits are on track to credentialing, reflecting strong program monitoring. No deviations from planned actions occurred. Implementation benefited from robust support structures for interns and improved coordination with credentialing institutions.

Metric 7: Teacher Professional Development Impact

Baseline: 50% | Year 1 Outcome: 60% | Target: 85% | Difference from Baseline: +10%
Increased satisfaction stemmed from refining PD offerings based on staff feedback. Planned actions were partially adjusted to include more content-specific and job-embedded sessions, which contributed to the improvement.

Metric 8: Reduce Mid-Year Transfers – All Students

Baseline: 34 | Year 1 Outcome: 45 | Target: 30 | Difference from Baseline: +11
Transfers increased rather than decreased, counter to the intended direction. While interventions such as student support initiatives were implemented,

external family mobility factors were underestimated. This divergence highlights a need for deeper root-cause analysis.

Metric 9: Reduce Mid-Year Transfers – Students with Disabilities (Excluding NPS Placements)

Baseline: 3 | Year 1 Outcome: 4 | Target: 3 | Difference from Baseline: +1
The slight increase calls attention to retention challenges. Planned supports for students with disabilities were implemented, but lacked targeted interventions to address mid-year movement. Adjustments are needed to provide stability and family engagement earlier in the year.

Metric 10: CALPADS Accuracy

Baseline: No Data | Year 1 Outcome: No Data | Target: 97% | Difference from Baseline: 0
Although baseline and outcome data are not yet available, preparatory actions such as data audits and SIS alignment were implemented as planned. Tracking mechanisms are now in place to measure accuracy in the following year.

Metric 11: Accuracy of Monthly Attendance Reporting

Baseline: 86% | Year 1 Outcome: 86% | Target: 93% | Difference from Baseline: 0
There was no improvement in this metric. While systems remained in place as planned, further training and internal audits were not emphasized as much as necessary. Future actions will need to focus on compliance checks and data integrity.

Metric 12: Timely CALPADS Submissions

Baseline: 100% | Year 1 Outcome: 100% | Target: 100% | Difference from Baseline: 0
Submissions remained consistently timely, with no deviations from the plan. Strong data management practices were sustained from the baseline year through Year 1.

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

During the 2024–25 school year, most planned actions outlined in the LCAP were implemented as intended. However, there were some substantive differences between planned and actual implementation, largely due to shifting funding sources and operational challenges. Several actions were successfully implemented, including:

- ELD supports, such as the ELD Coordinator/Manager, ELD Teacher, ELPAC testing, and ELD materials (Actions 5.1–5.4), which were fully funded and executed as planned.
- Student supervision and support, including a campus supervisor and SEL counselor (Actions 6.3 and 6.7), were consistently

maintained, contributing to improved student engagement and safety.

- Attendance and student incentives, such as the Student Events Coordinator and rewards (Actions 6.1, 6.2, 6.4, and 6.5), were implemented with some adjustments to scope based on actual student participation and site-specific needs.

- Attendance incentives and monthly celebrations (Actions 6.1 and 6.2) were under-implemented due to reduced student qualification for rewards and limitations in event scheduling.

Challenges

- Staffing shortages impacted several planned supports, such as intervention services and event execution.
- Shifting funding availability required reallocation of some planned LCFF-funded actions to other temporary or expiring sources.

Successes

- Actions that focused on student support, emotional health, and EL services were fully executed and positively received.
- Flexible use of one-time funds helped maintain continuity of services and address unexpected costs without compromising student support.

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

Several material differences were identified between budgeted and actual expenditures across multiple actions in the 2024–25 LCAP. These variances were primarily due to changes in staffing, program implementation, and timing of expenditures.

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

For the 2025–2026 LCAP, we merged Goals 2, 3, and 4 into a new, comprehensive Goal 3. This change was informed by our reflection on overlapping priorities related to operational effectiveness, student and staff support, and compliance. The new, consolidated goal better integrates our work across departments and focuses on system-wide accountability and service to students and families.

New Metrics Added:

To strengthen our ability to monitor operational performance and responsiveness to stakeholders, we added the following metrics to the new Goal 3:

1. Formal Complaints Received
2. Formal Complaints Resolved

3. Total Complaints Received – AIMS K–12 CPC District
4. Credentialed and Properly Assigned Teachers
5. Misassigned, Intern, Out-of-Field, Ineffective, and Vacant Positions
6. Teachers On-Track to Credential
7. Mid-Year Transfers – All Students
8. Mid-Year Transfers – Students with Disabilities (excluding NPS placements)
9. CALPADS Data Accuracy
10. Accuracy of Monthly Attendance Reporting
11. Timely CALPADS Submissions

These additions reflect our increased focus on data accuracy, transparency, and service equity, especially as they pertain to staffing, student mobility, and compliance. They also ensure we are capturing both quantitative and qualitative indicators of organizational health and responsiveness.

Rationale for Change:

The decision to merge goals and refine metrics was driven by:

- Redundancy across prior goals that created inefficiencies in monitoring.
- A need to expand monitoring of compliance areas such as credentialing and CALPADS reporting.
- Stakeholder feedback highlighting the importance of tracking complaints, staffing stability, and student transitions, especially for students with disabilities.
- A desire to better align with the district's continuous improvement efforts and Charter authorizer expectations.

Actions

- 3.1: Support Effective Governance and Operations
- 3.2: Teacher Hiring and Training
- 3.3: Effective Data and Monitoring Systems

Action #	Title	Description	Total Funds	Contributing
3.1.1	Meet MOU Deadlines and Reporting Requirements	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.	$0	

3.1.2	Improved Board Governance	Recruit new members for the Board of Directors. Directors engage in a series of trainings to improve governance, communication, and oversight of AIMS.	**GP** $25,500	
3.1.3	Improved Board Communication	Ensure timely and legal communication of board meetings and topics. Run efficient and organized public meetings, supported by an administrative assistant shared with the Superintendent (or Interim Executive Director)	**GP** $40,800	
3.1.4	Complaint Procedures	Use of an ombudsman to ensure there are transparent, timely, and thorough complaint investigations. Information regarding complaint procedures is listed on the AIMS public website and posted in the school.	**GP** $61,200	
3.1.5	Oakland Enrolls / Schoolmint	AIMS has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable.	**GP** $13,000	
3.1.6	IT Services / IT Maintenance	AIMS will contract IT services to help maintain and improve our wireless and technology infrastructure. Staff includes: IT Coordinator and Clerk	**GP** $113,889	
3.1.7	Human Resources and Compliance	Ensure compliance with regulations, hiring, and governance guidelines. Hire a Human Resources Manager to lead the day-to-day operations of the Human Resources department, focusing on employee relations, performance management, onboarding, recruiting, credentialing, policy enforcement, and fostering a positive organizational culture.	**GP** $487,377	
3.1.8	Communications	Manage external communications including website, marketing, social media and recruiting. Positions include: Director of Marketing and Communications and Coordinator of web master and content creator	**GP** $252,558	

3.1.9	Business Services	Oversees budget management, required fiscal reporting, audit, taxes and retirement reporting, and handles payroll and accounts payable functions.	**GP** $561,023	
3.1.10	Student Services and Facilities Operations	Manages enrollment, student health services, and oversees facilities and custodial operations to ensure a safe and supportive school environment.	**GP** $237,473	
3.1.11	CSMC	CSMC provides back-office support, payroll, student data management, and consulting services, particularly for education organizations.	**GP** $203,313	
3.2.1	Ensure teachers are highly qualified.	We've created a credential success plan, including a requirement that all non-credentialed teachers enroll in a program by June 2025. We also provide financial support for tuition, and individualized meetings with staff to develop plans to complete certification, including CLAD and new subject authorizations. Tuition, test prep, and exam fees for educators to align with the Credential Success Plan	**9020 Class to Cert Grt** $230,000 AMIM $40,000	
3.2.2	Teacher Induction Support	The school will continue to provide an Induction Program for beginning teachers and interns.	**6266 Ed Effect** $16,000	
3.2.3	Teacher Intern Support	The school will continue to provide an intern support program.	**6266 Ed Effect** $24,000	
3.2.4	Instructor Permit Fees	The school will pay for instructor fees with California Teaching Credential (30-day permit, STSP, PIP)	**6266 Ed Effect** $1,000	

3.3.1	Ensure quality data for accurate reporting	Use of a year-round, multi-phase process to ensure CALPADS data accuracy.	N/A included in staff salaries	
3.3.2	NWEA	NWEA is a benchmark assessment program recognized by the state of California. Students will be given 3 summative benchmarks per year. The program produces growth charts and data each quarter.	**7435 LRBG** $29,199	Yes
3.3.3	Nutrition Services	AIMS offers the Universal meal program which allows AIMS K-12 College Prep to provide both a nutritious breakfast, lunch and snack to all students, regardless of their eligibility. 65% of our students are either eligible for free and reduced lunch, AIMS offers breakfast, lunch and snack daily.		

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

Total Projected LCFF Supplemental and/or Concentration Grants Projected Additional 15 percent LCFF Concentration Grant
$2,006,205

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Actions	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1	Ensure all subgroups have the curriculum and supplies needed to engage in learning	Most of our students fall under the unduplicated subgroup, and the actions address access to curriculum and supplemental curriculum bridging the learning gap, classroom materials and supplies and testing materials	Access to approved curriculum, CAASPP, Classroom supplies/ science materials, testing supplies and fees
Goal 1, 3	Ensuring students have properly credentialed teachers/ teachers have tools to properly administer instruction	Adequate and properly credentialed campus supports for unduplicated and underserved student groups encompass a comprehensive approach. This includes ensuring all administrative staff, teachers, teacher assistants, intervention aides, instructional coaches, college and career coordinators, substitutes, and support personnel such as induction/inter/permit support are fully staffed and trained. Additionally, provisions for Saturday academic intervention, winter intersession/summer school opportunities, professional development, and sufficient SPED supplies and personnel are essential to meet the diverse needs of these student groups effectively.	The metrics to monitor effectiveness can be achieved by ensuring teachers are appropriately credentialed and assigned, minimizing teacher mis-assignments, and increasing the percentage of teachers participating in professional development that they find positively impacts their instructional practices.

Goal 1, 3	AIMS utilizes data-based educational programs to analyze and assess verifiable data and trains teachers on how to use data to inform instructional practices.	We believe that data-driven instruction is the most effective way to deliver top-notch lessons to students each day. Our goal is to make sure that teachers can look at the data and make informed decisions that have the greatest impact on learning and performance. Teachers will need to know how to look at the data, analyze it, and then plan using it.	Formative assessments in Math and ELA to gauge student proficiency, Unified Insight for school wide data collection and to identify trends, NWEA Benchmark assessments, Illuminate Benchmarks, and Respond EDU used by teachers to create lesson plans and academic counselors.
Goal 2	Fostering a positive school culture and climate for students involves prioritizing their voice and choice through engaging parents actively. This includes ensuring access to appropriate health services and interventions, offering sports and clubs to promote teamwork, leadership, and sportsmanship, and effectively communicating with families in their preferred languages to enhance inclusivity.	The initial points of contact for parents upon entering the building oversee community engagement and parent relations. The Health Coordinator manages supplies, while the AthleticDepartment oversees clubs. ParentSquare facilitates communication with families, and PowerSchool provides access for parents and students. The Oakland enrolls/AVELA partnership supports families in navigating public school options, focusing on ease, efficiency, transparency, and equity. A partnership with public transportation ensures vulnerable students receive free clipper cards. SGA, PBIS Rewards, Restorative Justice Training, and after school enrichment programs promote positive behavior and interventions. Go Guardian supports staff in creating a secure digital learning environment and facilitating task-oriented activities. Vision to Learn to provide eye exams and glasses for students who need glasses.	Providing various means of stakeholder engagement through surveys (student, parent, teacher) to inform ways to positively influence school culture and climate.

Goal 2	Chronic Absenteeism:The district will reduce rates of chronic absenteeism and suspension by implementing actions that promote relationships and student connectedness.	California School Dashboard (Dashboard) and local data indicate that low-income students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students. Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism and suspension rates that include approaches to support student engagement	Utilizing a myriad incentives, rewards and celebrations to promote presence and curriculum to engage the student body.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Goal 1– Actions 1.2.1 through 1.2.6	Our English Learner (EL) students are a unique and essential subgroup to be supported via participation in English Language Development (ELD) instruction using Guided Language Acquisition Design (GLAD) for at least 50% of their class time, as related through teacher observation. We anticipate the progression of students will advance their English proficiency by one level or or, as evident by their performance on the Summative ELPAC; students who will successfully transition to Fluent English Proficiency (RFEP) status, and students who will demonstrate proficiency in meeting or exceeding grade-level standards in ELA.	To ensure that these needs are met, action items support ELD coordinator, ELD Teacher, testing expenses and software and licenses. By the conclusion of the academic year, our dedicated focus on English Learners (EL) aims to achieve significant milestones to increase participation in integrated Language Development instruction (ELD), employ GLAD instruction during classroom time with respect to ongoing teacher observation. The goal is for 60% of EL Students to demonstrate measurable progress in their English proficiency and to reach Fluent English Proficiency at the end of the academic year.	Metrics to monitor effectiveness include observation of teaching time with GLAD strategies, measurable EL growth via annual growth data, improvement of rate of reclassification and percentage of ELs to meet and exceed ELA standards.

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

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

Additional Concentration Grant Funding

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

The additional Concentration Grant Add-on funding will be used to increase the number of staff providing direct services to students at schools within our district that serve a high concentration (above 55%) of unduplicated pupils, including foster youth, English learners, and low-income students.

Plan for Use of Funds:

We will allocate these funds to hire and retain staff members who directly support student learning, engagement, and well-being, with an emphasis on those who serve our most vulnerable populations. Specific staffing increases include:

- Intervention Specialists to provide targeted, small-group or 1:1 instruction for students identified as below grade level in literacy and math.
- Community Schools Manager to support early identification and intervention for students with chronic absenteeism, ensuring follow-up and connection to services.
- Expanded After-School and Extended Learning Program Staff, particularly in schools where data shows low academic engagement or achievement gaps.

AIPCS II SPSA will identify alignment in strategic LCAP goals set below:

- Goal 1: Student Achievement and Academic Outcomes
- Goal 2: School Climate and Student Engagement
- Goal 3: High-Performing Organization (Supporting Conditions)

Additionally the SPSA will outline:

- Student Achievement Goals
- Instructional Strategies supporting student under performing, parent communication engagement, and professional development needs for staff
- Progress Monitoring
- Interventions researched based aligned with AIMS-K12 goals
- Parent Communication & Engagement
- Funding & Resources to reflect estimated cost of strategies and activities outlined in the SPSA in alignment with LCAP
- Collaboration with SSC to ensure collaboration with advisory groups and input for wholistic monitoring of SPSA and concentrated funding

- Identifying Areas for Improvement for monitoring of identifying areas of need, of identifying achievement gaps of student groups and closing achievement gaps to better serve socioeconomically disadvantaged, EL, homeless and foster youth.

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

Coversheet

The Board will hold a public hearing to adopt the 2025-26 LCAP for AIMS MS, including the budget overview for parents.

Section: II. Action Items
Item: H. The Board will hold a public hearing to adopt the 2025-26 LCAP for AIMS MS, including the budget overview for parents.
Purpose: Vote
Submitted by:
Related Material: AIMS Middle School - LCAP 2025-2026 (1).pdf

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep Middle School	Julia Li, Interim Executive Director Jimmie Brown Co-Interim Executive Director	julia.li@aimsk12.org jimmie.brown@aimsk12.org

Plan Summary [2025-2026]

General Information

AIMS College Prep Middle School, located in downtown Oakland, serves a diverse student body of 200 students. As of the 2024–25 school year, the school's enrollment reflects the following demographic composition:

- African American: 45.50%
- Asian: 22.00%
- Latino: 14.00%
- White: 6.50%
- Two or More Races: 5.00%
- English Learners (EL): 23.00%
- Socioeconomically Disadvantaged (SED): 79.00%
- Students with Disabilities (SWD): 11.00%

While we are a middle school, our overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process.

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

AIMS Middle School is one of three schools managed by the American Indian Method Schools system. During the 2024-25 school year, AIPCS II (our K-8 school) underwent a series of changes in direction, oversight, and focus related to our charter school renewal. Beginning in 2023, AIPCS II began receiving a series of Notices of Concern related to safety, governance, and disproportional student enrollment and academic outcomes from its authorizer, Oakland Unified School District (OUSD). Based on these concerns, in January, 2025, OUSD voted not to review AIPCS II's charter, meaning that we would need to close by the end of the 2024-25 school year.

In a bid to stay open, AIPCS II appealed to the Alameda County Office of Education (ACOE), and sought ACOE as its new authorizer. In March, 2025, the ACOE board voted to deny AIPCS II's request pending a Memorandum of Understanding (MOU) that clearly outlined how AIPCS II would address the areas of concern that were identified in OUSD's decision not to renew its charter.

Between March and June, 2025, the AIPCS II staff, board, and community engaged in a series of meetings and planning sessions to create an MOU that would be approved by ACOE, thus allowing the school to stay open while also addressing the areas of needed improvement. On June 10, 2025, the ACOE Board of Directors voted to approve AIPCS II's MOU, thus giving us time to demonstrate improvement in the following areas:

Goal #1: Ensure MOU conditions are met through reporting to ACOE.
Goal #2: Ensure effective governance and operations.
Goal #3: Increase Access for Students with Disabilities.
Goal #4: Ensure teachers are highly qualified.
Goal #5: Provide a safe school environment.
Goal #5. Provide a safe school environment and reduce suspensions.
Goal #6. Increase Access for Latino Students.
Goal #7. Ensure all students are engaged in school by reducing chronic absenteeism.
Goal #8. All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth.
Goal #8. English Learners reclassify within 6 years.
Goal #8: Provide tiered supports to reduce retention.
Goal #9: Reduce midyear transfers.
Goal #10: Ensure quality data for accurate reporting.

Because we are a system of schools, we are integrating the required improvements for AIPCS II across all three schools. The AIMS Middle School LCAP is now organized into three broad areas, with the aligned goals housed underneath (and aligned with our 2024-25 LCAP):

Goal 1: Student Achievement and Academic Outcomes

- 1.1: Provide high quality academic instruction
    - All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth (LCAP Goal #1)
    - Academics and Curriculum (MOU Goal #8)
- 1.2: Provide tiered support to address achievement gaps
    - Provide tiered supports to reduce retention (MOU Goal #8)

- English Learners reclassify within 6 years (MOU Goal #8, LCAP Goal #5)
- Teacher use of data systems (Former LCAP Goal #3)

Goal 2: School Climate and Student Engagement

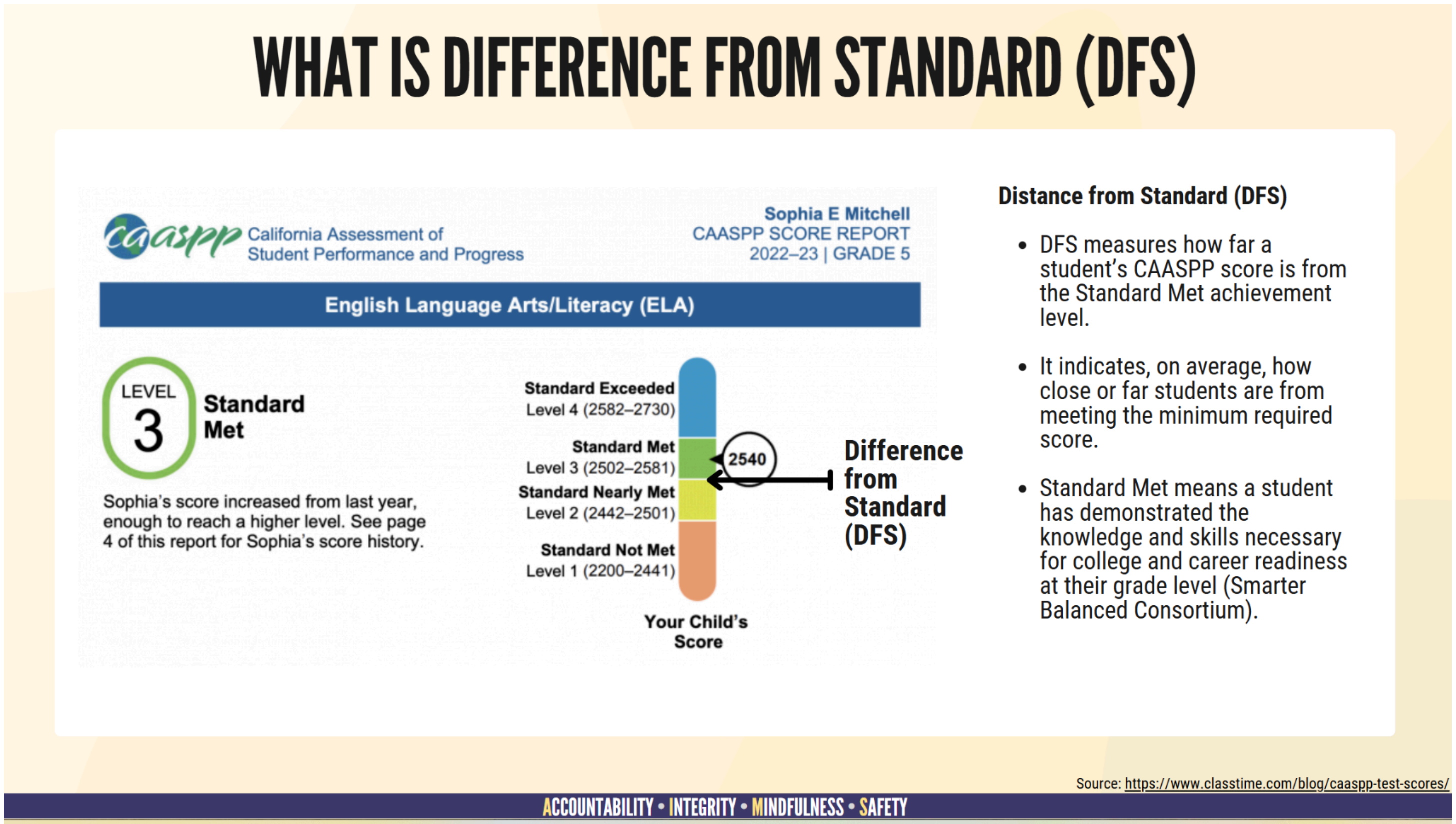
- 2.1: Increase Access for Underrepresented Students
  - Increase Access for Students with Disabilities (MOU Goal #3)
  - Increase Access for Latino Students (MOU Goal #6)
- 2.2: Provide a Safe School Environment
  - Provide a safe school environment (MOU Goal #5)
  - Provide a safe school environment and reduce suspensions (MOU Goal #5, LCAP Goal #6)
- 2.3: Create a Welcoming and Inclusive School Culture (MOU Goal #5, LCAP Goal #4)

Goal 3: High-Performing Organization (Supporting Conditions)

- 3.1: Support Effective Governance and Operations
  - Ensure MOU conditions are met through reporting to ACOE (MOU Goal #1)
  - Ensure effective governance and operations (MOU Goal #2)
- 3.2: Teacher Hiring and Training
  - Ensure teachers are highly qualified (MOU Goal #4)
  - Instruction, Development, and Support (LCAP Goal #2)
- 3.3: Effective Data and Monitoring Systems
  - Reduce midyear transfers (MOU Goal #9)
  - Ensure quality data for accurate reporting (MOU Goal #10)
  - Measurement of Data (MOU Goal #10, LCAP Goal #3)

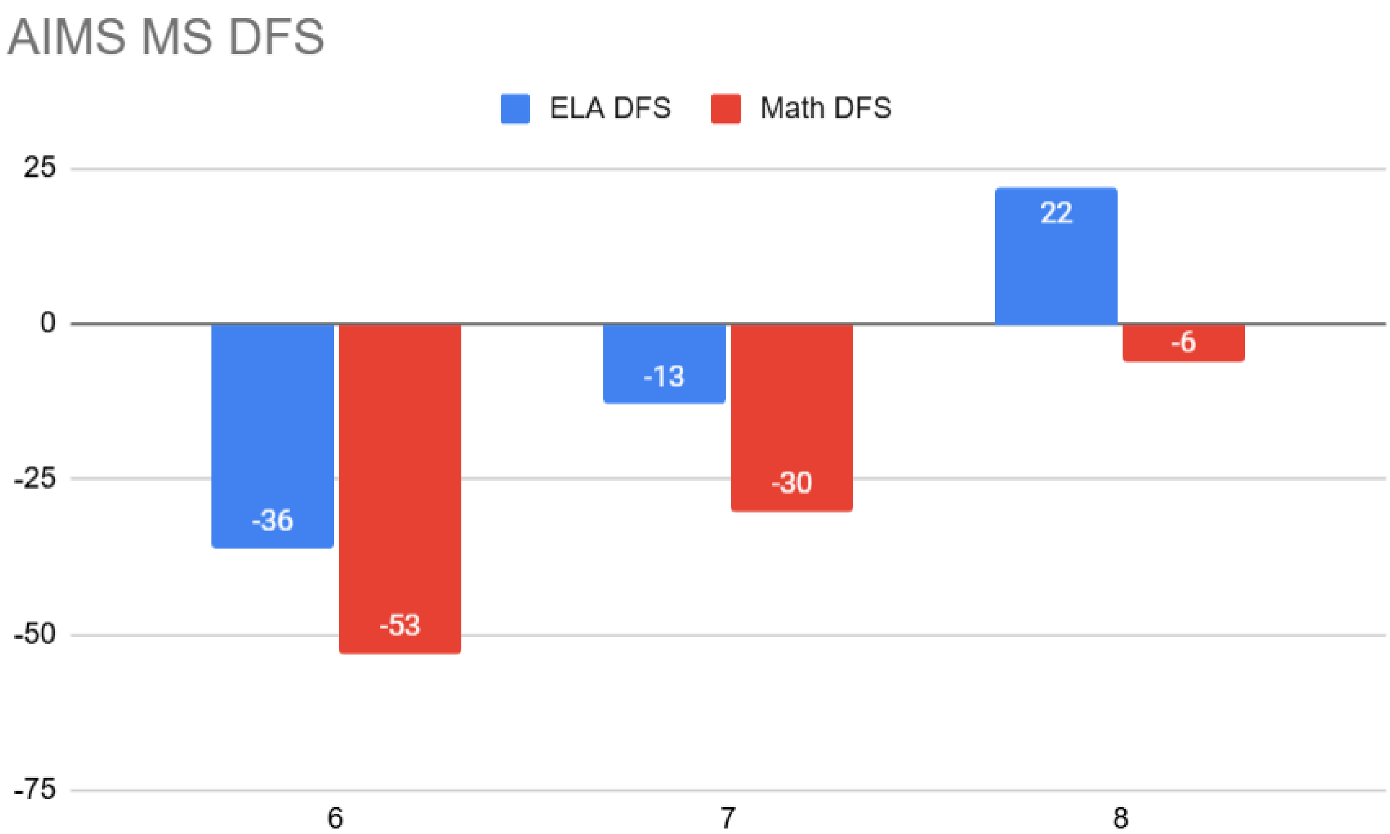
Reflections: Annual Performance

For LCAP Year 1, we set our metrics and standards based on the proficiency. This is the amount of students that passed the test compared to the total amount that took the test. To align with the California Dashboard and feedback from the Alameda County Office of Education (ACOE), we have adjusted our metrics to match that of Distance from Standard (DFS). This method will allow us to better align our plans and capture changes in overall group performance that are not captured in simple proficiency rates. We will also be able to disaggregate data for subgroups more easily and identify achievement gaps.



- A DFS of "0" means the average student is at the standard line. A positive DFS indicates how far above the standard the average student in the group is performing. CDE considers a score of 45 or more "very high." A negative DFS indicates how far below the standard the average student in the group is performing. A score of -70 or lower is considered "very low."
- Annual Change: A positive DFS change of at least 3 points is considered an increase. A positive change of 15 points or more is considered a "significant" increase. (A negative DFS change of at least 3 points is considered a decrease; A negative change of 15 points or more is considered a "significant" decrease).

*X-axis is the Grade Level and Y-axis is the Distance from Standard



Strengths:
- 8th grade had a positive DFS for ELA
- All grade levels are performing better in ELA than math

Concerns:
- All grade levels are underperforming in mathematics

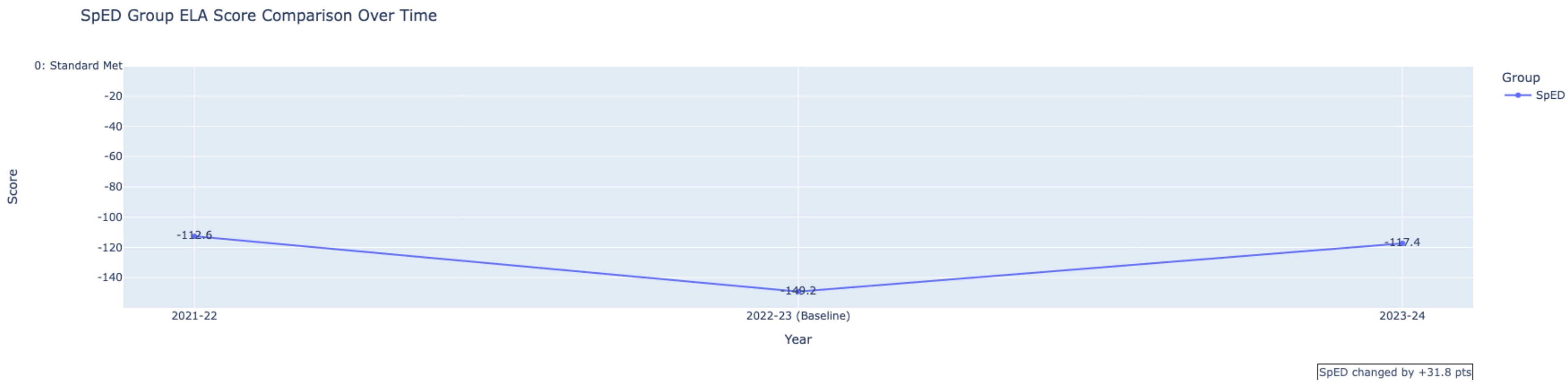
- Grades 6 and 7 are underperforming in ELA

Graph 1a. English Language Arts Achievement for Socioeconomically Disadvantaged Students and English Learners

Strengths:
- All sub-groups increased significantly, boasting 46.9, 46.7 and 38.8 points

Concerns:
- English Learners & Socioeconomically Disadvantaged students are not meeting standard. There exists a significant achievement gap between English Learners and all other students.

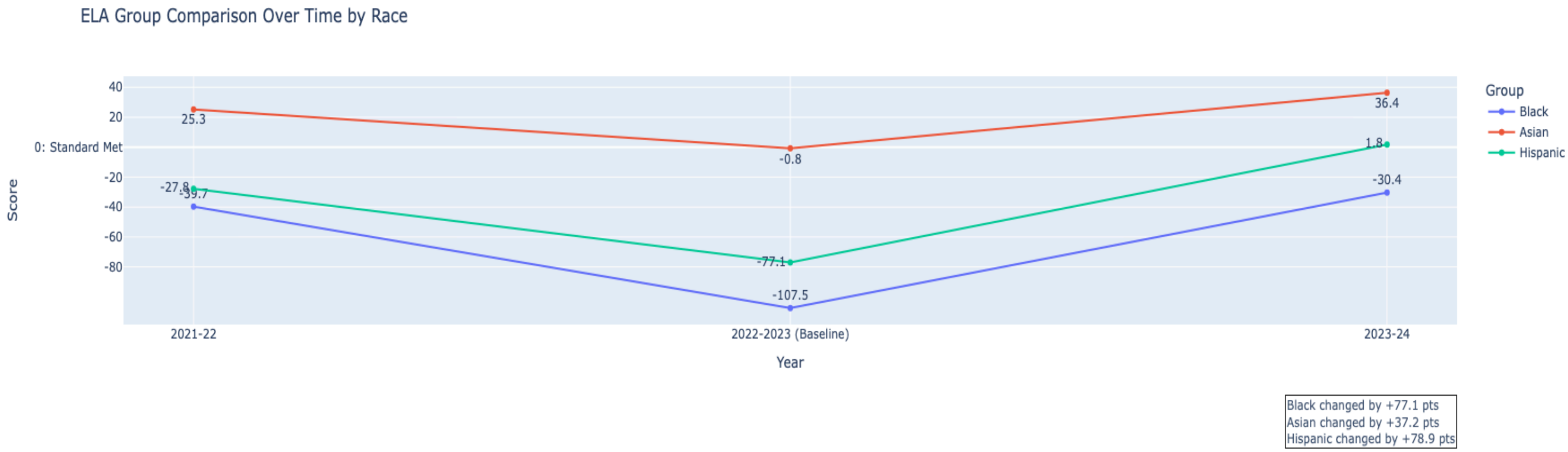
Graph 1b. English Language Arts Scores for Students with Disabilities



Strengths:
- SpED students increased by nearly 32 points between the 2022-23 school year and 2023-24.

Concerns:
- The SpED students scores are very low, sitting at -117 below the standard

Graph 1c. English Language Arts Achievement by Racial Subgroups



Strengths:

- All sub-groups have increased significantly, both Black and Hispanic students have had nearly an 80-point increase and Asian students at 37 point increase.

Concerns:

- Black students are still 30 points away from standard. There is an achievement gap between subgroups.

Graph 1d. Mathematics Achievement for Socioeconomically Disadvantaged Students and English Learners

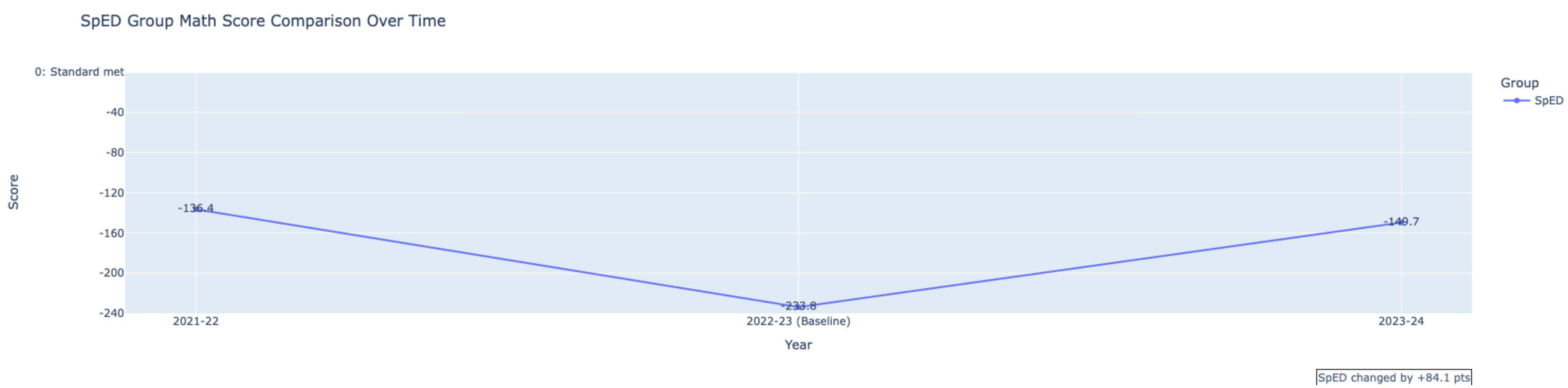
Strengths:

- All sub groups increased significantly with a near 100 or more point increase

Concerns:

- All groups are not within Standard

Graph 1e. Mathematics Scores for Students with Disabilities



Strengths:

- SpED students increase significantly with a 84 point increase

Concern:
- The SpED students scores are very low sitting at nearly a -150 point below standard

Graph 1f. Mathematics Achievement by Racial Subgroups

Strengths:
- All sub groups increased significantly, boasting point increases of 128, 88, and 170 points

Concerns:
- Both Black and Hispanic students are below the standard

Reflections: Technical Assistance

Not applicable, AIMS did not receive Technical Assistance.

Comprehensive Support and Improvement

Not applicable, no AIMS schools were identified for comprehensive support and improvement.

Support for Identified Schools

Due to the charter renewal and MOU process for AIPCS II, AIMS received ongoing support from ACOE to develop an improvement plan (outlined in the MOU). That MOU serves as the basis for all three schools' updated LCAP and will be the primary focus in the years ahead.

Further, the LCAP is for AIMS Middle School and represents the plan for one school only.

Monitoring and Evaluating Effectiveness

Built within the MOU for AIPCS II is a detailed list of monitoring and evaluation expectations. Those include:

Monthly:
– Safety duty logs and Incident reports
– Monthly safety drill logs
– SPED referrals and assessments
– Copies of formal complaints

Quarterly:
– Traffic safety survey reports
– PBIS implementation reports
– Staff training completion data
– Mid-year transfers
– SPED enrollment
– CALPADS Internal audit reports
– Monthly attendance meeting notes

Annually:
– 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

AIMS has contracted with an external partner to support the development and implementation of a data monitoring system, including timelines, data analysis, and a process for reviewing and responding to data. That support is noted in Goal 1.1.9.

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board.	Beginning in March, 2025, the Board and Superintendent began regular communications about the MOU and impacts resulting from the MOU being passed and/or denied. Additionally, the Board engaged staff and community via: ● Staff drop-in session on May 14, 2025 ● Board Townhall on May 28, 2025 ● Staff survey on May 30, 2025 ● Additionally, School Site Councils reviewed site LCAPs and progress as a part of their monthly meetings. ● LCAP and MOU Community meeting on June 9, 2025 ● Board review of the LCAP and Budget on June 11, 2025
Teachers, administrators, and other school personnel	Beginning in March, the leadership's focus has been on developing and refining the MOU to submit to ACOE. Recognizing that the MOU would become all three school's future plans, these meetings constituted our planning sessions. Additionally, senior leaders were engaged in several budgeting meetings where they shared their recommendations for aligning the budget to the adopted LCAP

	and the new priorities emerging through development of the MOU. Dates include: ● March 20, 2025 ● March 31, 2025 ● April 1, 2025 ● April 7, 2025 ● April 8, 2025 ● April 17, 2025 ● April 18, 2025 ● May 1, 2025 ● May 5, 2025 ● May 6, 2025 ● Budgeting: Various times during the weeks of May 19th and May 26th

Description of how the LCAP was influenced by Educational Partners:

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

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

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

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

Goals and Actions

Goal 1: Student Achievement and Academic Outcomes

Goal # 1	Student Achievement and Academic Outcomes	Type of Goal
	We commit to academic excellence by ensuring that all students receive data-driven instruction and curriculum aligned with the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Additionally, we commit to providing targeted support to students needing additional support to reach standards, with particular attention paid to English Learners, Foster Youth, students receiving Special Education services, and students achieving below grade level. To ensure alignment with the MOU and across all subgroups, Goal 1 has two subcategories: **Goal 1: Student Achievement and Academic Outcomes** ● 1.1: Provide high quality academic instruction ○ All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth (LCAP Goal #1) ○ Academics and Curriculum (MOU Goal #8) ● 1.2: Provide tiered support to address achievement gaps ○ Provide tiered supports to reduce retention (MOU Goal #8) ○ English Learners reclassify within 6 years (MOU Goal #8, LCAP Goal #5) ○ Teacher use of data systems (Former LCAP Goal #3)	Broad and targeted

State Priorities addressed by this goal.

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

Explanation of Goal 1:

To strengthen our commitment to academics and instruction, teachers will receive professional development on instructional practices, social-emotional teaching strategies, and use of data to monitor student achievement. Students will have credentialed teachers, standards-aligned instructional materials, and intervention support.

An achievement gap exists for at-risk students, including students that identify as English Learners, Foster Youth, and Socioeconomically Disadvantaged, as well as students receiving Special Education services. To address these gaps, AIMS will invest in additional staffing and targeted interventions, supported by a newly-developed comprehensive data system that includes benchmark assessments and quarterly systems for monitoring student achievement.

We have also developed a goal of improving teacher performance, particularly in support of our underserved students. Specifically, we are focusing on improving teaching performance through the use of research-based language acquisition strategies (GLAD) and training teachers to support students with disabilities.

In the coming years, AIMS has the goal of increasing the number of students with disabilities who attend our schools. One element of increasing enrollment is to improve our identification and referral practices within AIMS. To that end, we will be providing teachers with training on how to identify students with learning difficulties as well as improving our Student Study Team and referral processes.

Measuring and Reporting Results (for the 2024-25 LCAP Onwards)

Goal 1: Student Achievement and Academic Outcomes (ELA and Math)

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)

ELA Academic Targets	**Increase** (Points)*	**Baseline 2022-23**	2023-24 CA DASHBOARD	**2024-25** (DFS)	**2025-26** (DFS)	**2026-27** (DFS)	**2027-28** (DFS)	**2028-29** (DFS)	**2029-30** (DFS)	**Current Difference from Baseline 2022/23 compared to 2023/24** (DFS)
All Students	**3**	-46.4	0.5	TBD	**6.5**	**9.5**	**12.5**	**15.5**	**18.5**	Increased 46 Points
Black African American	6	-107.5	-30.4	TBD	-18.4	-12.4	-6.4	-0.4	5.6	Increased 77.1 Points
Asian	3	-0.8	36.4	TBD	42.4	45.4	48.4	51.4	54.4	Increased 87.1 Points
Hispanic	3	-77.1	1.8	TBD	7.8	10.8	13.8	16.8	19.8	Increased 78.9 Points
Two or More Races	N/A	N/A Less than 11 students	N/A Less than 11 students	TBD	N/A	N/A	N/A	N/A	N/A	N/A
Students w/Disabilities	6	-80.6	-117.4	TBD	-105.4	-99.4	-93.4	-87.4	-81.4	Increased 31.8 Points
White	N/A	-54.2	N/A Less than 11 students	TBD	N/A	N/A	N/A	N/A	N/A	N/A
Long-term English Learners (LTEL)	6	N/A	-82.2	TBD	-70.2	-64.2	-58.2	-52.2	-46.2	N/A
English Learners	6	-80.6	-41.8	TBD	-29.8	-23.8	-17.8	-11.8	-5.8	Increased 38.9 Points
Socioeconomically Disadvantaged	6	-54.2	-7.5	TBD	4.5	10.5	16.5	22.5	28.5	Increased 46.7 Points
Math Academic Targets	**Increase** (Points)*	**Baseline 2022-23**	2023-24 CA DASHBOARD	**2024-25** (DFS)	**2025-26** (DFS)	**2026-27** (DFS)	**2027-28** (DFS)	**2028-29** (DFS)	**2029-30** (DFS)	**Current Difference from Baseline 2022/23 compared to 2023/24 (DFS)**
All Students	**6**	-127.1	-19.6	TBD	**-7.6**	**-1.6**	**4.4**	**10.4**	**16.4**	Increased 107.5 Points
Black African American	6	-193.3	-65.2	TBD	-53.2	-47.2	-41.2	-35.2	-29.2	Increased 128.1 Points
Asian	3	-52.9	34.2	TBD	40.2	43.2	46.2	49.2	52.2	Increased 87.1 Points

Hispanic	6	-207.1	-37	TBD	-25	-19	-13	-7	-1	Increased 170.1 Points
Two or More Races	N/A	N/A Less than 11 students	N/A Less than 11 students	TBD	N/A	N/A	N/A	N/A	N/A	N/A
Students w/Disabilities	6	-233.8	-149.7	TBD	-137.7	-131.7	-125.7	-119.7	-113.17	Increased 84.1 Points
White	N/A	N/A Less than 11 students	N/A Less than 11 students	TBD	N/A	N/A	N/A	N/A	N/A	N/A
Long-term English Learners (LTEL)	6	N/A	-82.2	TBD	-70.2	-64.2	-58.2	-52.2	-46.2	N/A
English Learners	6	-148.4	-48.6	TBD	-36.6	-30.6	-24.6	-18.6	-12.6	Increased 99.8 Points
Socioeconomically Disadvantaged	6	-129.9	-25	TBD	-13	-7	-1	5	11	Increased 104.9 Points

Goal: 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)

Subgroups not listed: Fewer than 11 students - data not displayed for privacy

Science Academic Targets (CAST)	**Baseline 2022-23 CA DASHBOARD**	**Year 1 Outcome: 2023-24 Results**	**Year 2 Outcome: 2024-25** (DFS)	**Target for Year 3 Outcome: 2025-26** (DFS)	**Current Difference from Baseline 2022/23 compared to 2023/24** (DFS)
All Students	-27.6	-6.7	TBD	-.7	Increase of 20.9 points
African American	-31.7	-21.6	TBD	-15.6	Increase of 10.1 points
Asian	-19.9	0.7	TBD	6.7	Increase of 19.2 points
English Learners	-32.3	-18.4	TBD	12.4	Increase of 13.9 points
Socioeconomically Disadvantaged	-29.4	-7.2	TBD	-1.2	Increase of 22.2 points

Goal 1: Student Achievement and Academic Outcomes

Update from the 2024-25 School Year (Formerly Goal 3)

Metric #	Metric	Baseline 2023-2024	Year 1 Outcome: 2024-2025	Year 2 Outcome: 2025-2026	Target for Year 3 2026-27	Current Difference from Baseline
1	Formative Proficiency Assessment Math -NWEA (MAP)	No baseline data available (implemented in the 24-25 school year)	64th Percentile	TBD	70th Percentile	No baseline data available (implemented in the 24-25 school year)
2	Formative Proficiency Assessment ELA -NWEA (MAP)	No baseline data available (implemented in the 24-25 school year)	50th Percentile	TBD	56th Percentile	No baseline data available (implemented in the 24-25 school year)
3	Consistent teacher use of Unified Insights software	50% of teachers have used Unified Insights to look at student data	60% of teachers have used Unified Insights at least once to look at student data	0% Will Discontinue with Program	0% Will Discontinue with Program	No baseline data available (implemented in the 23-24 school year)
4	NWEA–This will be a new program for 2024-2025	No baseline data available (implemented in the 24-25 school year)	75% of students took the final test	TBD	89%	No Baseline
5	Illuminate usage for students	Illuminate Usage 75%	Illuminate Usage: 0% of students taking Illuminate benchmark assessments	TBD	0% - Students will not use this program as we replaced it with NWEA	-75% Did not use this program this year
6	Percent of teachers using RespondEDU	No baseline data available (implemented in the 24-25 school year)	0% of teachers used this	0% no longer using this program	0% no longer using this program	0%
	Reduce Student Retention: Students with Disabilities	0	0	TBD	0	0
	Reduce Student Retention: General Education Students	3%	2.5%	TBD	1.5%	

Update from the 2024-25 School Year (Formerly Goal 3)

Metric #	Metric	Baseline 2022-23	Year 1 Outcome: 2023-2024	Year 2 Outcome: 2024-2025	Target for Year 3	Current Difference from Baseline
1	% of observed teaching time with GLAD strategies	GLAD use observed 0% of teaching time	GLAD use observed 10% of teaching time	TBD	GLAD use observed 65% of teaching time	60%
2	English Learners making annual growth as measured by ELPAC annual growth data	46.9% making progress towards English Language Proficiency	31% making progress towards English Language Proficiency	TBD	65% of English Language Learners made at least one level progress based on ELPAC data	15.9%
3	Rate of reclassification	28% of English Language Learners were reclassified in 2023	30% of English Language Learners were reclassified in 2024	16% of English Language Learners were reclassified in 2025	25% of English Language Learners will be reclassified as Fluent	
4	% meeting or exceeding ELA standards	-80.6 (DFS)	-41.8 (DFS)	TBD	-35.8 DFS	9.4 DFS
5	English Learner Progress: All English Learners	46.9%	31%	TBD	60%	-15.9%
6	English Learner Progress: Long Term English Learners	52.9%	29.6%	TBD	60%	-23.3%

Goal Analysis for [2024-2025]

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

Metric 1: NWEA Math -

We started using NWEA for our quarterly benchmarks for the district in the 2024-2025 school year. This program was used to replace Scholastic Reading Inventory. We decided this year to not use Illuminate because the teachers liked this program and we didn't want to overwhelm them with multiple benchmarks. AIMS MS ended up scoring in the 64th percentile in mathematics for students in grades 6-8. We set a target growth goal of 70th percentile for the following year. Our students score well in math and this was the first year implementing the program, so I believe we can achieve higher for next year. To increase percentiles in this category, we have multiple things planned. Starting with the first week of school, teachers will receive the data of their students from the previous year. They will attend professional development on how to look through this data and plan from there. Then, students will be taking a diagnostic to see where they currently are at. Students data will be disaggregated and students will be put into categories of exceeding, meeting, nearly at, or below standard. After week 2-3 of the school year, teachers will conduct afterschool tutoring with students from the below standard and nearly met standard groups. These same students will also attend Academic Saturday School where they will work more closely with the CCSS standards. After 9 weeks, another benchmark will be given and students will have a chance to make improvements and be pulled out of intervention. The cycle will repeat and we will make sure to target those groups of students who are struggling the most. Other additional interventions include Winter school during the holiday break and pull-outs for small group instruction.

Metric 2:NWEA ELA -

We started using NWEA for our quarterly benchmarks for the district in the 2024-2025 school year. This program was used to replace Scholastic Reading Inventory. We decided this year to not use Illuminate because the teachers liked this program and we didn't want to overwhelm them with multiple benchmarks. AIMS MS ended up scoring in the 50th percentile. Our students seemed to have been struggling with ELA this year in comparison to math. A cause of this is the lack of teachers in three of our classes. These classes had long term subs as we had teachers out on leave for various reasons. These classes were comprised of a large amount of EL's and this contributed to the lower ELA marks. We set a goal of 56th percentile for next year in hopes we get more stability in the classroom. To increase percentiles in this category, we have multiple things planned. Starting with the first week of school, teachers will receive the data of their students from the previous year. They will attend professional development on how to look through this data and plan from there. Then, students will be taking a diagnostic to see where they currently are at. Students data will be disaggregated and students will be put into categories of exceeding, meeting, nearly at, or below standard. After week 2-3 of the school year, teachers will conduct afterschool tutoring with students from the below standard and nearly met standard groups. These same students will also attend Academic Saturday School where they will work more closely with the CCSS standards. After 9 weeks, another benchmark will be given and students will have a chance to make improvements and be pulled out of intervention. The cycle will repeat and we will make sure to target those groups of students who are struggling the most. Other additional interventions include Winter school during the holiday break and pull-outs for small group instruction.

Metric 3: Unified Insights:

Unified Insights: We implemented this data tracking program in the 2023-2024 school year. In the 24-25 school year, we had professional development at the start of the year on how to use this system. School leaders also created their own data tracking tools, and our assessment program, NWEA, had its own data warehouse and teachers used that more. Teachers didn't like that they had to go through multiple steps to login to this program as it is a widget/app within our Power School system. We have decided to discontinue this program so a goal for the following year is not included.

Metric 4:NWEA -

We started using NWEA for our quarterly benchmarks for the district in the 2024-2025 school year. This program was used to replace Scholastic Reading Inventory. We decided this year to not use Illuminate because the teachers liked this program and we didn't want to overwhelm them with multiple benchmarks. For this year, our quarter 4 tests had a 75% student completion rate. This test was taken near the end of the year and we still have a few vacancies with subs and teachers calling out. Some of the classes were unable to test by the end date. We plan on having all classes staffed next year and hope to have 86% or more of our student population take the NWEA math and ELA test in 2025-2026.

Metric 5: Illuminate -

To start out with our baseline, we had 75% usage of the Illuminate assessment platform amongst our students. The following year, we had 80% usage as this was one of our main assessment platforms. However, we recently adopted NWEA as our main assessment platform and Illuminate became obsolete. Teachers liked NWEA and NWEA was recognized by the state as a district assessment program for charter renewal data, so we decided to stick with that only.

Metric 6:Respond EDU -

This was a lesson plan creation program that was introduced to teachers in the 24-25 school year. We made the jump to this platform thinking it would help the teachers with their lesson plan creation. However, after our initial trainings and professional development, teachers didn't buy-in to it. They found the platform time consuming, difficult to use, and useless because it didn't match what was in the textbooks (sequencing was off.)

Measuring and Reporting Results, Formerly Goal 5

Metric 1:

Percentage of observed teaching time with GLAD strategies. We brought a consultant on to train our teachers in GLAD strategies but they were not observed during the baseline year of 2022-23. We then hired our own ELD coordinator to conduct trainings and work with teachers to see a slight increase. This school year (24-25) each teacher was responsible for putting ELD strategies in their lesson plans and circling the strategies they were going to use on their whiteboard. This worked and we saw 60% of the teachers use GLAD strategies while classroom observations were conducted. We are going to continue to train teachers on these strategies and have our ELD team demo them in the classrooms.

Metric 2:

ELPAC Growth - We saw a decline in growth from our baseline year on the ELPAC at 15.9%.   After doing an analysis, we found out that our newly introduced testing procedures were causing too many distractions. Teachers wanted EL students to miss less instructional class time when taking the ELPAC, so instead of separating students for testing, we put multiple grade levels in one room. This proved to be the wrong decision as you had K students (from our sister site) with upper grades based on schedules and this caused too many distractions which led to the lower results. We planned on going back to the original testing method from our baseline year and the 24/25 results are TBD.

Metric 4:

Percent of EL's meeting or exceeding ELA standards - Our baseline is a -80.6 and we continued to grow to -41.8 DFS the following year. The 24/25 results are TBD. This is attributed to a more organized ELD program that is focused on student outcomes as well as training for classroom teachers on how to use select strategies.

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

Several material differences were identified between budgeted and actual expenditures across multiple actions in the 2024–25 LCAP. These variances were primarily due to changes in staffing, program implementation, and timing of expenditures.
Teacher Salaries (Action 2.2):
Estimated actual expenditures were significantly lower than budgeted due to several unfilled vacancies throughout the year. This also impacted associated costs such as benefits and instructional support.

Instructional Coach (Action 2.6):
The instructional coach unfortunately passed away midyear. This resulted in reduced salary expenditures and a delay in hiring a replacement, which impacted related coaching support services.

Administrative Staff (Action 2.1) and Administrative Assistant/Clerk (Action 4.1):
These roles experienced turnover and hiring delays, resulting in lower-than-anticipated expenditures.

Teacher Induction Support (Action 2.11):
Estimated costs exceeded the budget due to an increase in participation and support needed for newly credentialed and intern teachers.

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

For this current school year, we wanted to use an assessment system that the CDE recognized for charter renewal. We decided to purchase NWEA to use as our main benchmark assessment system. Teachers were able to buy-in to the program and liked it a lot. This had us stop using Illuminate and Scholastic as teachers wanted only one assessment system to test students and keep track of data on. This proved to be effective as we saw an increase in most grade level percentiles from quarter to quarter. We found that the program called Respond EDU was ineffective or at least didn't work for our teachers. The program was difficult to use, teachers were confused on how to create the actual lesson plan, and our current curriculum and textbooks were hard to match with the CCSS standards sequence of Respond EDU.

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

We have made planned changes to Metrics 3, 5, and 6. We found out that teachers were not using Unified Insights to look at data like they should have been. Our assessment platforms included their own in-house data systems that teachers found much easier to use. The site admin also had data housed on another sheet that was continually updated by teachers. Teachers also found unified insights too tedious to work through and access. For Metric 5, we decided to stick with NWEA as our sole assessment platform. Having multiple benchmarks became overwhelming for the teachers and staff. It became too difficult to track logins and passwords as well as data from multiple platforms. We made the decision just to stick with NWEA. For Metric 6, we found that the program called Respond EDU was ineffective or at least didn't work for our teachers. The program was difficult to use, teachers were confused on how to create the actual lesson plan, and our current curriculum and textbooks were hard to match with the CCSS standards sequence of Respond EDU.

Actions

- 1.1: All students meet or exceed standards in ELA and Math
- 1.2: Provide tiered support to address achievement gaps

Action #	Title	Description	Total Funds	Contributing
1.1.1	Administrators	Restructure leadership of the school sites to support instruction and classroom management. ● Hire two Heads of School–one per site	**GP** $73,995	

		● Hire two Deans–one per site		
1.1.2	Teachers	Appropriately assigned, trained, and credentialed teachers will provide high quality instruction to all students using AIMS practices and data driven strategies. Art and Music Teacher World Language Teacher	**GP** $645,222 **6770 Prop 28** $37,401 **9332 Measure G1** $45,183	
1.1.3	Substitutes	Substitutes will be provided in absences of teachers.	**GP** $80,000	
1.1.4	Approved curriculum (textbooks, online learning platforms)	Approved textbooks and standards aligned instructional materials will ensure that students will have access to appropriate curriculum.	AMIM	
1.1.5	Books and Other Reference Materials- Supplemental Curriculum, Online Learning Platforms	Approved online learning programs to supplement learning and promote student success.	Title I + AMIM + LREBG	Yes
1.1.6	Instructional Materials/Supplies	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, class materials, supplies, science lab, and other instructional materials.	$150,000 (spread across 3 schools) + Title I	
1.1.7	Teacher professional development	Provide training on Trauma-Informed instructional strategies, DEI, and MTSS via the Bootcamp at the start of the year and then quarterly throughout the year. (Teach Like a Champion).	$100,000 (spread across 3 schools)	

		Teachers and support staff will receive training from adopted curriculum vendors to enhance a deeper understanding of curriculum implementation aligned with ELD standards, CCSS, and lesson planning. Substitutes to cover for teachers to attend training/peer observations	+ Title II + Title III + AMIM + LREBG	
1.1.8	Professional Development for Administrators	Train the Trainer model open within Teach Like a Champion. Utilize school reviews and outreach to other schools to understand their models and instructional practices.	**7435 LRBG** $10,625l	
1.1.9	Implement a robust data monitoring system	Meet every 9 weeks to analyze quarterly interim assessments, adjust pacing guides and instructional plans for the next quarter, and plan interventions for students. Support facilitated by a consultant (Wes Jacques)	**GP** $10,200	
1.1.10	Grade Level Chairs	Plans activities and assemblies at their grade level, ensures consistency of academic practices across classrooms. $3,000 stipend each grade level.	**GP** $9,000	
1.1.11	Increase Teacher Collaboration Time	Align bell schedule to support teacher collaboration across grade levels and in service of students with disabilities, English Learners, and those that are behind in grade level.	N/A	
1.1.12	Field Trips	Augment academic instruction and enrich student experience with field trips at each grade level–at least one per year.		
1.1.13	Testing supplies and fees	Testing supplies to enhance and support SBAC/CAASPP preparation.	$3,651 + LREBG	

1.1.14	Gym Rental	Rent access to a gym to improve student experience of, and options in, Physical Education	**GP** $27,750	
1.2.1	Increase Access for Students with Disabilities	Provide training to staff about the SST and IEP processes during summer Bootcamp, and then have regular engagements to support teachers with student identification. Primary focus is on the first quarter. Staff four Education Specialists and one Director for SPED to manage the program, support with IEPs and manage the caseload.	**GP** $102,292 **6500 SPED** $43,369	
1.2.2	Reduce Student Retention	Provide weekly Saturday School for students needing extra support, starting in September and continuing through May. ● Teachers will each hold one Saturday School day a month and be paid via extended contract. (43 teachers paid $260/month for a total of $90,000 (spread across three sites) Provide Break classes and support during Winter and Spring breaks, for 6 days total. (4 teachers per day at $65/hour for four hours per day for a total of $6,240) Provide Summer School: 3 weeks in July, four hours a day, 6 teachers per day, at $65/hour for a total of $23,400) Hire a Coordinator of Extended School Programming to support identification of students for after school and break classes, and to monitor their progress.	$20,000 LREBG	
1.2.3	ELD Manager	The ELD Manager organizes the on-going training in GLAD strategies for teachers and provides demo lessons and one-on-one support for teachers. The ELD Manager will also meet with staff who conduct teacher observations in order to track the percentage of time GLAD strategies are used during observations.	**GP** $18,349	Yes

		The ELD Manager also coordinates ELPAC testing and ELAC.		
1.2.4	ELD Teacher	Hire three ELD teachers to provide regular, targeted instructional support to small intervention groups (of ELPAC level 1 and 2 EL students) and supplementary language curriculum support to level 3 students.	**GP** $20,253	Yes
1.2.5	ELD Supplies and Materials	ELPAC Testing Materials ELD Curriculum Related technology and software	Title 3 $1000 $3700 + AMIM	Yes

Goal 2: School Climate and Student Engagement

Goal #	Description	Type of Goal
2	**School Climate and Student Engagement** AIMS is committed to supporting a safe and productive learning environment for all youth to succeed. In reflecting on our enrollment data, we have room to improve in serving underrepresented students, particularly students with disabilities and Latino students. To that end, we have created specific goals to attract and retain underrepresented students. Additionally, we have created goals to promote student social-emotional and physical safety. Aligned with our LCAP from 2024-25 and our current MOU, below are our subgoals: ● 2.1: Increase Access for Underrepresented Students ○ MOU Goal #3: Increase Access for Students with Disabilities.	Broad and targeted

	○ MOU Goal #6. Increase Access for Latino Students. ● 2.2: Provide a Safe School Environment ○ MOU Goal #5: Provide a safe school environment. ○ MOU Goal #5. Provide a safe school environment and reduce suspensions. ● 2.3: Create a Welcoming and Inclusive School Culture ○ MOU Goal #7. Ensure all students are engaged in school by reducing chronic absenteeism. ○ Former LCAP Goal #6: (Not titled, very close to MOU Goal #7) ○ Former LCAP Goal #4: School Culture and Climate ○ MOU Goal #9: Reduce midyear transfers	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parent Involvement
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Student Engagement
Priority 6: School Climate
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Explanation of Goal 2:

The holistic needs of students (particularly mental health) must be taken into account alongside academic achievement in order to facilitate student and community success. Our goal is to provide a positive, safe, and comfortable environment where students and teachers only need to worry about teaching and learning. We also want to focus on positive interactions with staff and students. Our goal is to teach students how to learn from their mistakes, positively interact with their peers, and build trust within the school community.

California School Dashboard (Dashboard) and local data indicate that low-income students and Latino students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students. We are prioritizing building systems to support students who are chronically absent and to implement Positive Behavior Intervention and Supports (PBIS), among other intervention strategies.

Measuring and Reporting Results:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase enrollment students with disabilities	15 (7.54%)	22 (11.0%)	*TBD*	30 (15%)	7 (3.46%)
2	Increase Enrollment for Latino Students	25 (11.79%)	28 (14%)	*TBD*	30 (15%)	3 (2.21%)
3	Student Survey - Regarding Safety- California Health Kids Survey (CHKS)	6th: 38% 7th: 61% 8th: 30%	6th: 64% 7th: 45% 8th: 46%	*TBD*	6th: 65% 7th: 65% 8th: 65%	6th: 26% 7th: -16% 8th: 16%
4	Student Survey - Caring adults in school California Health Kids Survey (CHKS)	6th: 30% 7th: 76% 8th: 75%	6th: 43% 7th: 55% 8th: 59%	*TBD*	6th: 50% 7th: 80% 8th: 80%	6th: 65% 7th: 65% 8th: 65%
5	Parent Climate Survey - This school is a safe place for my child. California School Parent Survey (CSPS)	85% of parents agree or strongly agree	95% of parents agree or strongly agree	*TBD*	90% of parents will agree or strongly agree	10%
6	Parent Survey - This school has high expectations for all students California School Parent Survey (CSPS)	89% of Parents agree or strongly agree	95% of Parents agree or strongly agree	*TBD*	Family Response: 93% will agree or strongly agree Source California School Parent Survey (CSPS)	6%
7	Family Traffic Safety Survey Completion	No data	No data	65%	70%	

8	Families reporting Safety during arrival/dismissal (rating 4/5 or 5/5)	No data	No data	75%	85%	
9	Staff on Duty Outside: Drop-off, pick-up, P.E., Field Trips (Signed Logs)	No data	No data	100%	100%	
10	PBIS Implementation % of staff using PBIS app/month	No data	No data	80%	85%	
11	Staff Safety Training Completion	95%	95%	100%	100%	
12	Monthly Safety Drills and Evacuations**	90%	90%	100%	100%	
13	Percent of students in grade 6-8, receiving social emotional counseling, who reported an increased sense of connection and belonging.	No Baseline		*TBD*	50% Percent of students in grade 6-8, receiving social emotional counseling, who reported an increased sense of connection and belonging.	
14	After school program participation	50 Students are participating in afterschool program	61 Students are participating in ASES funding afterschool	*TBD*	80 Students will participate in the afterschool program	11

15	Chronic Absenteeism Rate	Schoolwide: 24.2% Asian: 8.3% Black/African American: 30.9% Latino: 33.3% Students with Disabilities: 31.8% English Learner: 20.7% Long-term English Learners: 20% Socioeconomically Disadvantaged: 22.2% Two or more races: 54.5%	Schoolwide: 14.7% Asian: 6.0% Black/African American: 14.7% Latino: 22.2% Students w/ Disabilities: 16.7% English Learner (EL): 14.5% Long-Term English Learner: 18.2% Socioeconomically Disadvantaged: 15.8% White: 16.7% Two or more races: 63.3%	*TBD*	Schoolwide: 10% Asian: 5% Black/African American: 10% Latino: 10% Students w/ Disabilities: 10% English Learner (EL): 10% Long-Term English Learner: 10% Socioeconomically Disadvantaged: 10% White: 10% Two or more races: 10%	Schoolwide: -9.5% Asian: -2.3% Black/African American: -16.2% Latino: -11.1% Students w/ Disabilities: -11.8% English Learner (EL): - 15.1% Long-Term English Learner: -1.8% Socioeconomically Disadvantaged: -6.4% White: - 5.5% Two or more races: 8.8%
16	Average Daily Attendance: Schoolwide	95.41%	92.85%	*TBD*	96.00%	-2.56
17	Suspension Rate	School wide: 2.2% Asian: 1.2% Black/African American: 2.5% Latino: 2.4% Students with Disabilities: 5.3% English Learner: 1.1% Long-term English Learners: 2.4% Socioeconomically Disadvantaged: 2.5% White: 4.3%	School wide: 3.7% Asian: 0% Black/African American: 3.7% Latino: 1.2% Students with Disabilities: 13.6% English Learner: 1.3% Long-term English Learners: 2.2% Socioeconomically Disadvantaged: 2.4% White: 5%	*TBD*	Schoolwide: 2% Asian: 1% Black/African American: 2% Latino: 2% Students with Disabilities: 2% English Learner: 2% Long-term English Learners: 2% Socioeconomically Disadvantaged: 3% White: 9%	Schoolwide: 0.4% Asian: -0.8% Black/African American: 0.7% Latino: -3.4%% Students with Disabilities: 0% English Learner: 1.1% Long-term English Learners: 6.3% Socioeconomically Disadvantaged: 0.5% White: 10.8%

18	Percent of Students Participating in a Student Club or Leadership Group	No baseline data available.				
19	Percent of students in grade 6th-8th, receiving social emotional counseling	No baseline data available (This data has not been previously collected.)			15% of students in grade 6th - 8th, receiving social emotional counseling	

Goal Analysis for [2024-2025]

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

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

During the 2024–2025 school year, we successfully implemented most of the actions and services outlined in the LCAP. The plan remained closely aligned with our priorities of improving student outcomes, ensuring equity, and supporting staff development. Instructional supports, student engagement initiatives, and supplemental services for unduplicated students were largely implemented as planned.

While the majority of actions were executed, there were a few substantive differences in how some items were carried out:

- Instructional Coaching: A significant disruption occurred midyear with the unexpected passing of our instructional coach. This heartbreaking event deeply impacted our staff and limited our ability to fully implement the instructional coaching cycle and associated supports for teachers during the second half of the year. Although some coaching structures remained in place, we were unable to replace the position in time to complete the full scope of work outlined in the LCAP.

- RespondEdu: Although this initiative was included in the LCAP plan, it was ultimately funded through alternative sources outside of LCFF, allowing us to preserve LCAP funds for other critical needs.

- Professional Development (PD): We did not spend the full amount budgeted for professional development under the LCAP. In part, this was due to cost savings through leveraging other funding sources, such as ESSER III and one-time grant funds, to support staff training opportunities. This strategic shift helped us maintain all planned PD offerings without drawing heavily on LCAP funds.

Challenges:

- The loss of key personnel during the year created emotional and operational challenges, particularly related to coaching and teacher support. The absence of a replacement limited the consistency and depth of professional growth structures we had intended to implement.

- Adjustments in funding sources required real-time collaboration across departments to ensure continued service delivery without disruption, especially for PD and technology-related contracts.

Successes:

- Despite the challenges, all student-facing actions—including intervention support, enrichment programs, and social-emotional learning initiatives—were successfully implemented and well-received by staff and families.
- The ability to leverage other funding sources for RespondEdu and professional development reflects a proactive and flexible fiscal strategy that allowed us to maintain service levels while preserving LCFF resources for future needs.
- Staff remained committed to the goals of the LCAP, and school leaders adapted plans to ensure that student outcomes remained central even as implementation challenges emerged.

School Climate and Student Engagement

During the 2024–2025 school year, we successfully implemented all actions and services outlined in the Local Control and Accountability Plan (LCAP). The actions were executed with fidelity and aligned with the goals set. We merged goal 4 and goal 6 from 2024-25 LCAP into the new goal 2, this goal analysis is for 2024-2025 LCAP Goal 4 and Goal 6.

Differences Between Planned Actions and Actual Implementation:

There were no major deviations from the planned actions in the LCAP. However, one minor adjustment occurred in the implementation of our attendance incentive program:

Planned: Monthly celebrations recognizing students with perfect attendance.

Actual: Due to scheduling limitations and the desire to create more meaningful recognition events, we held quarterly attendance celebrations instead of monthly. These events were well-received by students and families and allowed us to highlight consistent attendance over a longer period, fostering a deeper appreciation for school engagement.

No other substantive changes or omissions occurred in the implementation of planned actions.

Metric 1: Increase Enrollment of Students with Disabilities

Baseline: 27 (4.3%) → Year 1: 31 (5.02%) → Target: 60 (9.4%) → Difference: +4
Implementation followed the planned actions, including targeted outreach, stronger IEP transition supports, and improved enrollment procedures. However, while growth was evident, it lagged behind projections due to continued misconceptions about inclusive practices, which were not fully addressed in Year 1.

Metric 2: Increase Enrollment of Latino Students

Baseline: 46 (7.6%) → Year 1: 51 (8.27%) → Target: 67 (10.5%) → Difference: +5
Outreach efforts in predominantly Latino communities, including translated materials and community engagement events, were implemented as planned. Growth was achieved but at a slower pace than expected, indicating the need for more sustained partnerships with local community organizations.

Metric 3: CHKS Student Survey – Sense of Safety

Baseline (varies by grade) → Year 1 Improvements: Up to +25%
Significant progress was made, especially in Grades 3 and 5. Actual implementation went beyond planned classroom supports to include additional staff presence, trauma-informed training, and peer mediation programs. This likely drove higher survey results than anticipated, though middle school responses remain low and require more focused attention.

Metric 4: CHKS Student Survey – Caring Adults at School

Baseline (varies) → Year 1: Significant gains in Grades 3–6
A major part of the plan—embedding adult-student connection initiatives like advisory periods and mentorships—was implemented effectively in the early grades. Grades 6 and 8 remain below targets, suggesting that those structures may need tailoring to older students' developmental needs.

Metric 5: CSPS – "School is a Safe Place for My Child"

Baseline: 85% → Year 1: 95% → Target: 90% → Difference: +10
Parents' perception of safety improved more than anticipated. Communication strategies about drills, visitor policies, and emergency protocols were emphasized more than initially planned and were positively received.

Metric 6: CSPS – "High Expectations for All Students"

Baseline: 89% → Year 1: 95% → Target: 93% → Difference: +6

Planned efforts to clarify academic expectations (through back-to-school nights, report cards, and direct communication) were implemented as expected, contributing to increased parent confidence.

Metric 7: Family Traffic Safety Survey Completion

Baseline: No Data → Year 1: No Data
Survey creation and distribution were delayed due to logistical issues. Planned implementation did not occur as scheduled and is rescheduled for Year 2.

Metric 8: Family Rating of Safety During Arrival/Dismissal

Baseline: No Data
No data was collected this year due to delays in survey deployment. Implementation did not align with planned timeline and will need corrective actions in Year 2.

Metric 9: Staff on Duty During Key Times (Logs)

Baseline: No Data
Data tracking systems (sign-in logs, digital forms) were not implemented in Year 1 due to time constraints. This will need to be prioritized early in Year 2.

Metric 10: PBIS App Use by Staff

Baseline: No Data
While staff were trained on the PBIS app, actual monthly usage data was not tracked systematically. The difference from planned implementation is significant, and targeted support is needed to ensure full adoption in Year 2.

Metric 11: Staff Safety Training Completion

Baseline: 95% → Year 1: 95% → Target: 100% → Difference: 0
All required trainings were offered and tracked. Implementation was consistent with the plan; remaining 5% were largely due to onboarding timelines and scheduling conflicts, to be resolved in Year 2.

Metric 12: Monthly Safety Drills and Evacuations

Baseline: 90% → Year 1: 90% → Target: 100% → Difference: 0

Most drills were completed, but full documentation and consistency were lacking. Planned drill calendar was followed, but fire/weather drills occasionally fell behind due to weather or staffing shortages.

Metric 13: Students Receiving Counseling Reporting Increased Belonging

Baseline: No data → Target: 50%
Surveys for this group were not implemented in Year 1 due to staffing limitations. Counseling logs exist, but student feedback mechanisms need development for full implementation in Year 2.

Metric 14: Afterschool Program Participation

Baseline: 50 students → Year 1: 85 students → Target: 80 → Difference: +35
Participation exceeded expectations due to improved communication and alignment with student interests. Implementation was successful, with stronger community partnerships than originally planned.

Metric 15: Chronic Absenteeism (All & Subgroups)

Baseline: Varied by subgroup → Year 1: Improvement in most groups
Attendance interventions (calls, incentives, home visits) were implemented as planned. Subgroups such as students with disabilities and Latino students showed the most progress. Year 2 should focus on White and multi-racial students where absenteeism increased or worsened.

Metric 16: Average Daily Attendance

Baseline: 94.90% → Year 1: 94.97% → Target: 95.5% → Difference: +0.07
Slight improvement suggests consistency, but additional efforts are needed to close the remaining gap. No major changes to the implementation plan are required.

Metric 17: Suspension Rate

Baseline & Year 1: Mixed results by subgroup
Overall rate increased slightly, though Latino and Asian students had reduced suspensions. Planned implementation of restorative practices was partially completed. Full training and monitoring structures need to be solidified in Year 2.

Metric 18: Student Club/Leadership Participation

Baseline: No Data
Tracking systems were not developed in Year 1. Planned student surveys and activity logs need to be launched to measure and expand participation.

Metric 19: Percent of Students Receiving SEL Counseling (Grades 3–8)

Baseline: No data → Year 1: 15%
Initial identification and service delivery met planned targets. A central challenge was the lack of baseline data to measure growth. Year 2 will focus on formalizing referral systems and follow-up procedures.

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

Several material differences were identified between budgeted and actual expenditures across multiple actions in the 2024–25 LCAP. These variances were primarily due to changes in staffing, program implementation, and timing of expenditures.

Many of the differences between budgeted and actual expenditures were driven by staffing shortages, midyear changes in personnel, and shifts in program implementation. While some programs underspent due to delays or reduced participation, other areas such as teacher supplies, special education support, and substitute services exceeded estimates due to unanticipated needs. These variances will inform more responsive planning and budgeting adjustments in the 2025–26 LCAP.

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

Per the full description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions outlined above, our ambitious goals for next year were met in some areas, and not fully implemented in others. Areas called out as a particular concern in the MOU process include chronic absenteeism, student safety, and inclusion of diverse student populations. All three of these areas are being addressed more specifically in the 2025-26 LCAP.

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

As part of a comprehensive review of our LCAP goals and metrics, we realigned several components to better reflect actionable, measurable outcomes.

Merged and New Goals: We merged goal 4 and goal 6 from 2024-25 LCAP into the new goal 2 to reduce redundancy and provide a more cohesive vision of student success and school climate.

Metric Expansion and Removal: We expanded metrics where appropriate — for instance, in areas related to chronic absenteeism and suspension rates, we included all student subgroups, even if some subgroups performed well on the California School Dashboard. This ensures equity remains central and allows for continuous monitoring across all groups. We also added metrics that were found in the MOU such as increasing enrollment for students disability and latinos.

New metrics for the 2025-2026 LCAP based on MOU

Metric 1: Increase enrollment students with disabilities

Metric 2: Increase Enrollment for Latino Students

Metric 7: Family Traffic Safety Survey Completion:
This survey will be completed in Q1 for the 25-26 school year.

Metric 8: Families reporting Safety during arrival/dismissal (rating 4/5 or 5/5)
This survey will be completed in Q1 for the 25-26 school year.

Metric 9: Staff on Duty Outside: Drop-off, pick-up, P.E., Field Trips (Signed Logs)
This survey will be completed in Q1 for the 25-26 school year.

Metric 10: PBIS Implementation % of staff using PBIS app/month: PBIS was implemented this school year.

Metric 11: Staff Safety Training Completion

For the FY24–25 fiscal year, all staff successfully completed nine mandatory safety trainings, achieving a 100% participation rate. The required trainings included: Active Assailant Preparedness, Mandated Reporter: Child Abuse & Neglect, School Intruders, School Violence: Identification and Response, Sexual Harassment, Terrorism Awareness & Response, Threat Assessment, Title IX & Gender Equity in Athletics, Visual Weapons Screening

Metric 12: Monthly Safety Drills and Evacuations

Actions

- 2.1: Increase Access and Support for Underrepresented Students
- 2.2: Provide a Safe School Environment
- 2.3: Create a Welcoming and Inclusive School Culture

Action #	Title	Description	Total Funds	Contributin g
2.1.1	Teacher Assistants	Support staff will provide regular and equitable instructional "push-in" and "pull-out" support to students. Support staff will also provide and promote a positive, proactive, professional, and efficient environment.	**GP** $72,820	Yes
2.1.2	Intervention Aides	Support staff will provide regular and equitable instructional "push-in" and "pull-out" support to students. Support staff will also provide and promote a positive, proactive, professional, and efficient environment.	**GP** $99,761 **6500 SPED** $29,869	Yes
2.1.3	Support Staff Training	Provide training on effective classroom management and instructional strategies.	$50,000	
2.1.4	Establish a Department Dedicated to Multi-Tiered Systems of Supports (MTSS)	Set up and maintain systems for student support including SSTs, intervention and summer programming, and identification of students for SPED and ELD. Hire: MTSS Director, Coordinator of Extended School Programming, and a Community School Manager	$120,000	

2.1.5	Increase Number of Students with Disabilities	Increase our SPED Enrollment by: (1) promotion of special education programming through SPED resource centers and stronger communication with families, and (2) stronger coordination between Student Study Team (SST) process, individualized learning plans (ILPs), and referrals for special education assessment.	N/A included in other salaries	
2.1.6	Materials, Supplies, and Personnel to Support Special Education Programs and Students	Education Specialists (formerly referred to as SPED Teachers) are included in the staffing plan outlined in Section 1.1.2, with assignments based on a 1:28 ratio of staff to special education students. Instructional Assistant (IA) positions, as detailed in Section 2.1.1, are allocated on an as-needed basis, determined by the individual needs of students. Specialized service providers are engaged to deliver related services as outlined in students' Individualized Education Programs (IEPs). These services include Occupational Therapy (OT), Speech and Language Therapy, Psychological Services, Assistive Technology, and Counseling.	**GP** $112,624 **6500 SPED** $47,749	
2.1.7	Increase Access for Latino 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.	GP $5,000	
2.1.8	Public Transportation Support to Vulnerable Student Populations	AIMS will provide support to its most vulnerable student populations (low-income, homeless, foster care, etc.) by providing public transportation passes (clipper cards). Transportation cost for our NPS students.	0	
2.1.9	Establish Enrollment	Develop internal capacity to assess student enrollment	$100,000	

	Monitoring Systems	patterns and trends and develop methodologies for outreach to underrepresented communities. Improve systems for monitoring student movement once they leave AIMS to better understand areas for improvement and student need. Special focus on populations outlined in the MOU include Latino students and students with disabilities. Hire a Director of Enrollment and maintain an Enrollment and Student Data Analyst position to support recruitment and understanding of enrollment patterns.		
2.2.1	Provide a Safe School Environment	As a part of onboarding, all staff will complete Vector trainings in emergency preparedness, legal compliance, and threat response protocols. All staff will also be certified in CPR. Five staff per site will be trained in de-escalation techniques called Nonviolent Crisis Intervention. 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.	$20,000	
2.2.2	Provide a Safe School Environment and Reduce Suspensions	We will implement a tiered approach to intervention. Tier 1: • Use of 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	**7435 LRBG** $1,275 **6762 Art & Music** $20,000	

		for positive discipline. This will be a requirement that all teachers are trained and implementing. Tiers 2 and 3: ● On-going training for staff, students and families in conflict mediation and positive school culture, and increased training and support for implementing behavior plans of students with IEPs.		
2.2.3	Reduce Chronic Absenteeism	Improve our systems for monitoring and reporting student attendance. Introduce new accountability measures for chronically truant and tardy students. We are staffing a new Community School Manager position who will monitor attendance and the SST process for students experiencing difficulties with attendance, and academics.	**3010 Title I** $25,743	
2.2.4	Reduce Midyear Transfers	The Community School Manager will 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.		
2.2.5	Campus Safety and Security Enhancements	AIMS is committed to strengthening campus safety through a series of enhancements, including the installation of additional security cameras, upgraded security software, and improvements to the digital bell system. An organized and efficient student pick-up and dismissal system will also be implemented to support campus safety. AIMS will ensure full compliance with all school safety protocols and will conduct monthly safety drills as required. Planned safety measures also include the installation of an intercom system at the front desk, the deployment of vaping detection sensors, and the	$2625	

		presence of an on-site security officer.		
2.2.6	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. Safety trainings and drills will be conducted for students and staff.	$512,000	
2.2.7	GoGuardian	GoGuardian empowers staff with effective tools to create safe and engaging learning for every student. From digital guardrails to student safety support, we'll help you lay the foundation for learning to thrive.	**GP** $3,080	
2.2.8	Counseling for Students and Health Support	Providing individual and group counseling to students as needed. 3 academic counselors spread across both campuses. Additional counseling and health support provided and follows: Health Coordinator (1 position)- Promotes student wellness by managing health services, coordinating care plans, and promoting a safe and healthy school environment. (3 Schools) SEL Counselors (2 positions)- Provide mild to moderate socioemotional guidance, counseling, and support to help promote the holistic well-being of students, particularly with extra care towards student mental health. (3 Schools)	+ Title I + SpEd Funding	
2.2.9	Vision and Hearing Screenings	Providing students with vision screenings, eye exams, glasses, and audiology screenings for all students	**7435 LRBG** $2,125	

2.2.10	Health and First Aid Equipment	Provide basic first aid and health supplies.	**6762 Art & Music** $1,020	
2.3.1	AIMS Athletic Department and Clubs	The purpose of the AIMS Athletic Department is to aid in the academic, emotional, mental, and physical development of our scholar-athletes through the promotion of teamwork, leadership, sportsmanship, and organized athletic competition.	**2600 ELOP** $40,460	
2.3.2	ParentSquare	ParentSquare is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. Parent Square also delivers secure documents and provides translation support in Chinese and Spanish languages.	**GP** $1,275	
2.3.3	PowerSchool (SIS)	PowerSchool is the Student Information System that is used to keep track of attendance, gradebook and student demographic information.	**GP** $3,461	
2.3.4	After School & Enrichment/ Extracurricular Programs	AIMS will hold afterschool programs to promote student engagement.	**6010 ASES** $203,279 **2600 ELOP** $40,467	
2.3.5	ESL	Provide English as a Second Language coursework for parents in 16-week series.	Title III $175.60	
2.3.6	SEL Curriculum & Professional Development	CharacterStrong will support school culture and climate	$15,000	
2.3.7	Parent Engagement Events	Supplies and food to support in-person parent events	**3010 Title 1** $1,698	
2.3.8	Student Recognition Events	Monthly and Quarterly events and celebrations to acknowledge student academic achievement, positive behavior, and attendance. These can include the PBIS Store, field trips, and assemblies.	AMIM $2000 Measure G1 $6,000	

2.3.9	Student Government	SGA The AIMS Student Government Association will provide opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment.	$3,000	
2.3.10	Annual Yearbook	The Golden Talon Yearbook AIMS will commit funding to the printing and distribution of The Yearbook, a student yearbook production.	$2,000	
2.3.11	Translation Services	LanguageLine Solutions will be utilized to provide translation and interpretation services during family meetings.	GP $2000 $1000 Title I	
2.3.12	Bridge Program	Teachers and aides for one week long Summer Bridge Program for new students to transition to AIMS Supplies and Curriculum for Summer Bridge Program	LRBG $10,000	

Goal 3: High Performing Organization

Goal #	Description	Type of Goal
3	While not always visible, having strong systems, structures, and processes in place for managing the operational needs of our school is essential to our success. Additionally, due to the MOU with ACOE, there are new demands on our system to establish and maintain monthly, quarterly, and annual processes to gather and report on data and our progress towards the MOU goals. Finally, an area for growth at AIMS is hiring and retaining high-quality, fully-credentialed teachers. In 2025, the AIMS Board voted to increase teacher salaries, making AIMS competitive in Oakland. In addition to raising teacher salaries, we are increasing our efforts to attract and retain high-quality teachers. **High-Performing Organization (Supporting Conditions)** ● Support Effective Governance and Operations ○ Ensure MOU conditions are met through reporting to ACOE (MOU Goal #1) ○ Ensure effective governance and operations (MOU Goal #2)	Broad and Targeted

	• Teacher Hiring and Training
	  ○ Ensure teachers are highly qualified (MOU Goal #4)
	  ○ Instruction, Development, and Support (LCAP Goal #2)
	• Effective Data and Monitoring Systems
	  ○ Reduce midyear transfers (MOU Goal #9)
	  ○ Ensure quality data for accurate reporting (MOU Goal #10)
	  ○ Measurement of Data (LCAP Goal #3, MOU Goal #10)	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parent Involvement and Family Engagement
Priority 6: School Climate
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The smooth and effective operation of any LEA is the backbone to an organization’s success. We have goals specifically referencing our Compliance, Human Resources, and Business Operations to describe our efforts to maintain fiscal solvency and alignment with all state and federal guidelines for operating an educational organization.

Recent trends in governance, safety, and teacher credentialing indicate that these are areas of needed improvement and growth. Specifically, we have set goals to improve our responsiveness to student, staff, and community complaints; to better organize and manage organizational governance through our Board of Directors; and to better attract, train, and place high-quality, fully-credentialed teachers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome - 2026-27	Current Difference from Baseline
1	AIMS MS: Formal Complaints Received	3	4	TBD	*	1

2	AIMS MS: Formal Complaints Resolved	3	3	TBD	*	0
3	AIMS K-12 CPC District: All complaints received	15	7	TBD	*	-8
4	Teacher Credential: Credentialed and Properly Assigned	2 (12.5%)	5 (26.3%)	TBD	12 (63%)	3
5	Teacher Credential: Mis-assigned, Intern, Out-of-field, ineffective, vacancy	14 (87.5%)	14 (76.7%)	TBD	7 (37%)	0
6	On-Track to Credential	No data	100%	TBD	100%	0
7	Percent of teachers who participate in professional development and rate the training as having a positive impact on instructional practice	50%	50%	TBD	85%	[Insert current difference from baseline here]
8	Reduce mid year transfers: All Students	17	25	TBD	15	-8
9	Reduce mid year transfer: Students with Disabilities (Not including NPS placement)	3	1	TBD	1	-2
10	CALPADS accuracy	No Data	No Data	97%	97%	
	Accuracy rate of monthly attendance reporting	86%	86%	93%	93%	
11	Timely CALPADS Submissions	100%	100%	100%	100%	

Goal Analysis for [2024-2025]

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

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

During the 2024–25 school year, most planned actions outlined in the LCAP were implemented as intended. However, there were some substantive differences between planned and actual implementation, largely due to shifting funding sources and operational challenges. Several actions were successfully implemented, including:

- ELD supports, such as the ELD Coordinator/Manager, ELD Teacher, ELPAC testing, and ELD materials (Actions 5.1–5.4), which were fully funded and executed as planned.
- Student supervision and support, including a campus supervisor and SEL counselor (Actions 6.3 and 6.7), were consistently maintained, contributing to improved student engagement and safety.
- Attendance and student incentives, such as the Student Events Coordinator and rewards (Actions 6.1, 6.2, 6.4, and 6.5), were implemented with some adjustments to scope based on actual student participation and site-specific needs.
- Attendance incentives and monthly celebrations (Actions 6.1 and 6.2) were under-implemented due to reduced student qualification for rewards and limitations in event scheduling.

Challenges

- Staffing shortages impacted several planned supports, such as intervention services and event execution.
- Shifting funding availability required reallocation of some planned LCFF-funded actions to other temporary or expiring sources.

Successes

- Actions that focused on student support, emotional health, and EL services were fully executed and positively received.
- Flexible use of one-time funds helped maintain continuity of services and address unexpected costs without compromising student support.

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

Several material differences were identified between budgeted and actual expenditures across multiple actions in the 2024–25 LCAP. These variances were primarily due to changes in staffing, program implementation, and timing of expenditures.

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

Overall, the majority of actions implemented during the 2024–25 school year were effective in supporting progress toward the goal of improving academic achievement, school climate, and student well-being. However, there were variations in impact depending on implementation fidelity, staffing, and student engagement levels.

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

For the 2025–2026 LCAP, we merged Goals 2, 3, and 4 into a new, comprehensive Goal 3. This change was informed by our reflection on overlapping priorities related to operational effectiveness, student and staff support, and compliance. The new, consolidated goal better integrates our work across departments and focuses on system-wide accountability and service to students and families.

New Metrics Added:

To strengthen our ability to monitor operational performance and responsiveness to stakeholders, we added the following metrics to the new Goal 3:

1. Formal Complaints Received
2. Formal Complaints Resolved
3. Total Complaints Received – AIMS K–12 CPC District
4. Credentialed and Properly Assigned Teachers
5. Misassigned, Intern, Out-of-Field, Ineffective, and Vacant Positions
6. Teachers On-Track to Credential
7. Mid-Year Transfers – All Students
8. Mid-Year Transfers – Students with Disabilities (excluding NPS placements)
9. CALPADS Data Accuracy
10. Accuracy of Monthly Attendance Reporting
11. Timely CALPADS Submissions

These additions reflect our increased focus on data accuracy, transparency, and service equity, especially as they pertain to staffing, student mobility, and compliance. They also ensure we are capturing both quantitative and qualitative indicators of organizational health and responsiveness.

Rationale for Change:

The decision to merge goals and refine metrics was driven by:

- Redundancy across prior goals that created inefficiencies in monitoring.

- A need to expand monitoring of compliance areas such as credentialing and CALPADS reporting.
- Stakeholder feedback highlighting the importance of tracking complaints, staffing stability, and student transitions, especially for students with disabilities.
- A desire to better align with the district's continuous improvement efforts and Charter authorizer expectations.

Actions

- 3.1: Support Effective Governance and Operations
- 3.2: Teacher Hiring and Training
- 3.3: Effective Data and Monitoring Systems

Action #	Title	Description	Total Funds	Contributing
3.1.1	Meet MOU Deadlines and Reporting Requirements	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.	$0	
3.1.2	Improved Board Governance	Recruit new members for the Board of Directors. Directors engage in a series of trainings to improve governance, communication, and oversight of AIMS.	**GP** $8,500	
3.1.3	Improved Board Communication	Ensure timely and legal communication of board meetings and topics. Run efficient and organized public meetings, supported by an administrative assistant shared with the Superintendent (or Interim Executive Director)	**GP** $13,600	
3.1.4	Complaint Procedures	Use of an ombudsman to ensure there are transparent, timely, and thorough complaint investigations. Information regarding complaint procedures is listed on the AIMS public website and posted in the school.	**GP** $20,400	

3.1.5	Oakland Enrolls / Avela	AIMS has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable.	**GP** $13,000	
3.1.6	IT Services / IT Maintenance	AIMS will contract IT services to help maintain and improve our wireless and technology infrastructure.	**GP** $26,575	
3.1.7	Human Resources and Compliance	Ensure compliance with regulations, hiring, and governance guidelines. Hire a Human Resources Manager to lead the day-to-day operations of the Human Resources department, focusing on employee relations, performance management, onboarding, recruiting, credentialing, policy enforcement, and fostering a positive organizational culture.	**GP** $158,909	
3.1.8	Communications	Manage external communications including website, marketing, social media and recruiting. Positions include: Director of Marketing and Communications and Coordinator of web master and content creator	**GP** $76,578	
3.1.9	Business Services	Oversees budget management, required fiscal reporting, audit, taxes and retirement reporting, and handles payroll and accounts payable functions.	**GP** $187,008	
3.1.10	Student Services and Facilities Operations	Manages enrollment, student health services, and oversees facilities and custodial operations to ensure a safe and supportive school environment.	**GP** $76,696	
3.1.11	CSMC	CSMC provides back-office support, payroll, student data management, and consulting services, particularly for education organizations.	**GP** $67,771	

3.2.1	Ensure teachers are highly qualified.	We've created a credential success plan, including a requirement that all non-credentialed teachers enroll in a program by June 2025. We also provide financial support for tuition, and individualized meetings with staff to develop plans to complete certification, including CLAD and new subject authorizations. Tuition, test prep, and exam fees for educators to align with the Credential Success Plan	$25,000 + AMIM	
3.2.2	Teacher Induction Support	The school will continue to provide an Induction Program for beginning teachers and interns.	**4035 Title II** $6,000	
3.2.3	Teacher Intern Support	The school will continue to provide an intern support program.	**4035 Title II** $6000.00	
3.2.4	Instructor Permit Fees	The school will pay for instructor fees with California Teaching Credential (30-day permit, STSP, PIP)	**4035 Title II** $1000	
3.3.1	Ensure quality data for accurate reporting	Use of a year-round, multi-phase process to ensure CALPADS data accuracy.	N/A included in staff salaries	
3.3.2	NWEA	NWEA is a benchmark assessment program recognized by the state of California. Students will be given 3 summative benchmarks per year. The program produces growth charts and data each quarter.	**7435 LRBG** $9,733	Yes
3.3.3	Nutrition Services	AIMS offers the Universal meal program which allows AIMS K-12 College Prep to provide both a nutritious breakfast, lunch and snack to all students, regardless of their eligibility. 65% of our students are either eligible for free and reduced lunch, AIMS		

		offers breakfast, lunch and snack daily.		

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

Total Projected LCFF Supplemental and/or Concentration Grants Projected Additional 15 percent LCFF Concentration Grant
$733,807

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.606%	0%	$0	33.606%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Actions	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1	Ensure all subgroups have the curriculum and supplies needed to engage in learning	Most of our students fall under the unduplicated subgroup, and the actions address access to curriculum and supplemental curriculum bridging the learning gap, classroom materials and supplies and testing materials	Access to approved curriculum, CAASPP, Classroom supplies/ science materials, testing supplies and fees
Goal 1, 3	Ensuring students have properly credentialed teachers/ teachers have tools to properly administer instruction	Adequate and properly credentialed campus supports for unduplicated and underserved student groups encompass a comprehensive approach. This includes ensuring all administrative staff, teachers, teacher assistants, intervention aides, instructional coaches, college and career coordinators, substitutes, and support personnel such as induction/inter/permit support are fully staffed and trained. Additionally, provisions for Saturday academic intervention, winter intersession/summer school opportunities, professional development, and sufficient SPED supplies and personnel are essential to meet the diverse needs of these student groups effectively.	The metrics to monitor effectiveness can be achieved by ensuring teachers are appropriately credentialed and assigned, minimizing teacher mis-assignments, and increasing the percentage of teachers participating in professional development that they find positively impacts their instructional practices.
Goal 1, 3	AIMS utilizes data-based educational programs to analyze and assess verifiable data and trains teachers on how to use data to inform instructional practices.	We believe that data-driven instruction is the most effective way to deliver top-notch lessons to students each day. Our goal is to make sure that teachers can look at the data and make informed decisions that have the greatest impact on learning and performance. Teachers will need to know how to look at the data, analyze it, and then plan using it.	Formative assessments in Math and ELA to gauge student proficiency, Unified Insight for school wide data collection and to identify trends, NWEA Benchmark assessments, Illuminate Benchmarks, and Respond EDU used by teachers to create lesson plans and

			academic counselors.
Goal 2	Fostering a positive school culture and climate for students involves prioritizing their voice and choice through engaging parents actively. This includes ensuring access to appropriate health services and interventions, offering sports and clubs to promote teamwork, leadership, and sportsmanship, and effectively communicating with families in their preferred languages to enhance inclusivity.	The initial points of contact for parents upon entering the building oversee community engagement and parent relations. The Health Coordinator manages supplies, while the AthleticDepartment oversees clubs. ParentSquare facilitates communication with families, and PowerSchool provides access for parents and students. The Oakland enrolls/AVELA partnership supports families in navigating public school options, focusing on ease, efficiency, transparency, and equity. A partnership with public transportation ensures vulnerable students receive free clipper cards. SGA, PBIS Rewards, Restorative Justice Training, and after school enrichment programs promote positive behavior and interventions. Go Guardian supports staff in creating a secure digital learning environment and facilitating task-oriented activities. Vision to Learn to provide eye exams and glasses for students who need glasses.	Providing various means of stakeholder engagement through surveys (student, parent, teacher) to inform ways to positively influence school culture and climate.
Goal 2	Chronic Absenteeism:The district will reduce rates of chronic absenteeism and suspension by implementing actions that promote relationships and student connectedness.	California School Dashboard (Dashboard) and local data indicate that low-income students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students. Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism and suspension rates that	Utilizing a myriad incentives, rewards and celebrations to promote presence and curriculum to engage the student body.

		include approaches to support student engagement	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1– Actions 1.2.1 through 1.2.6	Our English Learner (EL) students are a unique and essential subgroup to be supported via participation in English Language Development (ELD) instruction using Guided Language Acquisition Design (GLAD) for at least 50% of their class time, as related through teacher observation. We anticipate the progression of students will advance their English proficiency by one level or or, as evident by their performance on the Summative ELPAC; students who will successfully transition to Fluent English Proficiency (RFEP) status, and students who will demonstrate proficiency in meeting or exceeding grade-level standards in ELA.	To ensure that these needs are met, action items support ELD coordinator, ELD Teacher, testing expenses and software and licenses. By the conclusion of the academic year, our dedicated focus on English Learners (EL) aims to achieve significant milestones to increase participation in integrated Language Development instruction (ELD), employ GLAD instruction during classroom time with respect to ongoing teacher observation. The goal is for 60% of EL Students to demonstrate measurable progress in their English proficiency and to reach Fluent English Proficiency at the end of the academic year.	Metrics to monitor effectiveness include observation of teaching time with GLAD strategies, measurable EL growth via annual growth data, improvement of rate of reclassification and percentage of ELs to meet and exceed ELA standards.

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

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

Additional Concentration Grant Funding

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

The additional Concentration Grant Add-on funding will be used to increase the number of staff providing direct services to students at schools within our district that serve a high concentration (above 55%) of unduplicated pupils, including foster youth, English learners, and low-income students.

AIMS Middle SPSA will identify alignment in strategic LCAP goals set below:

- Goal 1: Student Achievement and Academic Outcomes
- Goal 2: School Climate and Student Engagement
- Goal 3: High-Performing Organization (Supporting Conditions)

Additionally the SPSA will outline:

- Student Achievement Goals
- Instructional Strategies supporting student under performing, parent communication engagement, and professional development needs for staff
- Progress Monitoring
- Interventions researched based aligned with AIMS-K12 goals
- Parent Communication & Engagement
- Funding & Resources to reflect estimated cost of strategies and activities outlined in the SPSA in alignment with LCAP
- Collaboration with SSC to ensure collaboration with advisory groups and input for wholistic monitoring of SPSA and concentrated funding
- Identifying Areas for Improvement for monitoring of identifying areas of need, of identifying achievement gaps of student groups and closing achievement gaps to better serve socioeconomically disadvantaged, EL, homeless and foster youth.

Plan for Use of Funds:

We will allocate these funds to hire and retain staff members who directly support student learning, engagement, and well-being, with an emphasis on those who serve our most vulnerable populations. Specific staffing increases include:

- Intervention Specialists to provide targeted, small-group or 1:1 instruction for students identified as below grade level in literacy and math.
- Community Schools Manager to support early identification and intervention for students with chronic absenteeism, ensuring follow-up and connection to services.
- Expanded After-School and Extended Learning Program Staff, particularly in schools where data shows low academic engagement or achievement gaps.

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

Coversheet

The Board will hold a public hearing to adopt the 2025-26 LCAP for AIMS HS, including the budget overview for parents.

Section: II. Action Items
Item: I. The Board will hold a public hearing to adopt the 2025-26 LCAP for AIMS HS, including the budget overview for parents.
Purpose: Vote
Submitted by:
Related Material: AIMS High School - LCAP 2025-2026 (1).pdf

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep High School	Julia Li, Interim Executive Director Jimmie Brown Co-Interim Executive Director	julia.li@aimsk12.org jimmie.brown@aimsk12.org

Plan Summary [2025-2026]

General Information

AIMS College Prep High School, located in Oakland, serves a diverse student body of 375 students. As of the 2024–25 school year, the school's enrollment reflects the following demographic composition:

- African American: 46.8%
- Asian: 25.13%
- Latino: 16.84%
- White: 3.62%
- Two or More Races: 3.10%
- English Learners (EL): 17.88%
- Socioeconomically Disadvantaged (SED): 64.50%
- Students with Disabilities (SWD): 4.92%

Our overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process.

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

AIMS High School is one of three schools managed by the American Indian Method Schools system. During the 2024-25 school year, AIPCS II (our K-8 school) underwent a series of changes in direction, oversight, and focus related to our charter school renewal. Beginning in 2023, AIPCS II began receiving a series of Notices of Concern related to safety, governance, and disproportional student enrollment and academic outcomes from its authorizer, Oakland Unified School District (OUSD). Based on these concerns, in January, 2025, OUSD voted not to review AIPCS II's charter, meaning that we would need to close by the end of the 2024-25 school year.

In a bid to stay open, AIPCS II appealed to the Alameda County Office of Education (ACOE), and sought ACOE as its new authorizer. In March, 2025, the ACOE board voted to deny AIPCS II's request pending a Memorandum of Understanding (MOU) that clearly outlined how AIPCS II would address the areas of concern that were identified in OUSD's decision not to renew its charter.

Between March and June, 2025, the AIPCS II staff, board, and community engaged in a series of meetings and planning sessions to create an MOU that would be approved by ACOE, thus allowing the school to stay open while also addressing the areas of needed improvement. On June 10, 2025, the ACOE Board of Directors voted to approve AIPCS II's MOU, thus giving us time to demonstrate improvement in the following areas:

Goal #1: Ensure MOU conditions are met through reporting to ACOE.
Goal #2: Ensure effective governance and operations.
Goal #3: Increase Access for Students with Disabilities.
Goal #4: Ensure teachers are highly qualified.
Goal #5: Provide a safe school environment.
Goal #5. Provide a safe school environment and reduce suspensions.
Goal #6. Increase Access for Latino Students.
Goal #7. Ensure all students are engaged in school by reducing chronic absenteeism.
Goal #8. All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth.
Goal #8. English Learners reclassify within 6 years.
Goal #8: Provide tiered supports to reduce retention.
Goal #9: Reduce midyear transfers.
Goal #10: Ensure quality data for accurate reporting.

Because we are a system of schools, we are integrating the required improvements for AIPCS II across all three schools. The AIMS High School LCAP is now organized into three broad areas, with the aligned goals housed underneath (and aligned with our 2024-25 LCAP):

Goal 1: Student Achievement and Academic Outcomes

- 1.1: Provide high quality academic instruction
    - All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth (LCAP Goal #1)
    - Academics and Curriculum (MOU Goal #8)
- 1.2: Provide tiered support to address achievement gaps
    - Provide tiered supports to reduce retention (MOU Goal #8)

- English Learners reclassify within 6 years (MOU Goal #8, LCAP Goal #5)
- Teacher use of data systems (Former LCAP Goal #3)

Goal 2: School Climate and Student Engagement

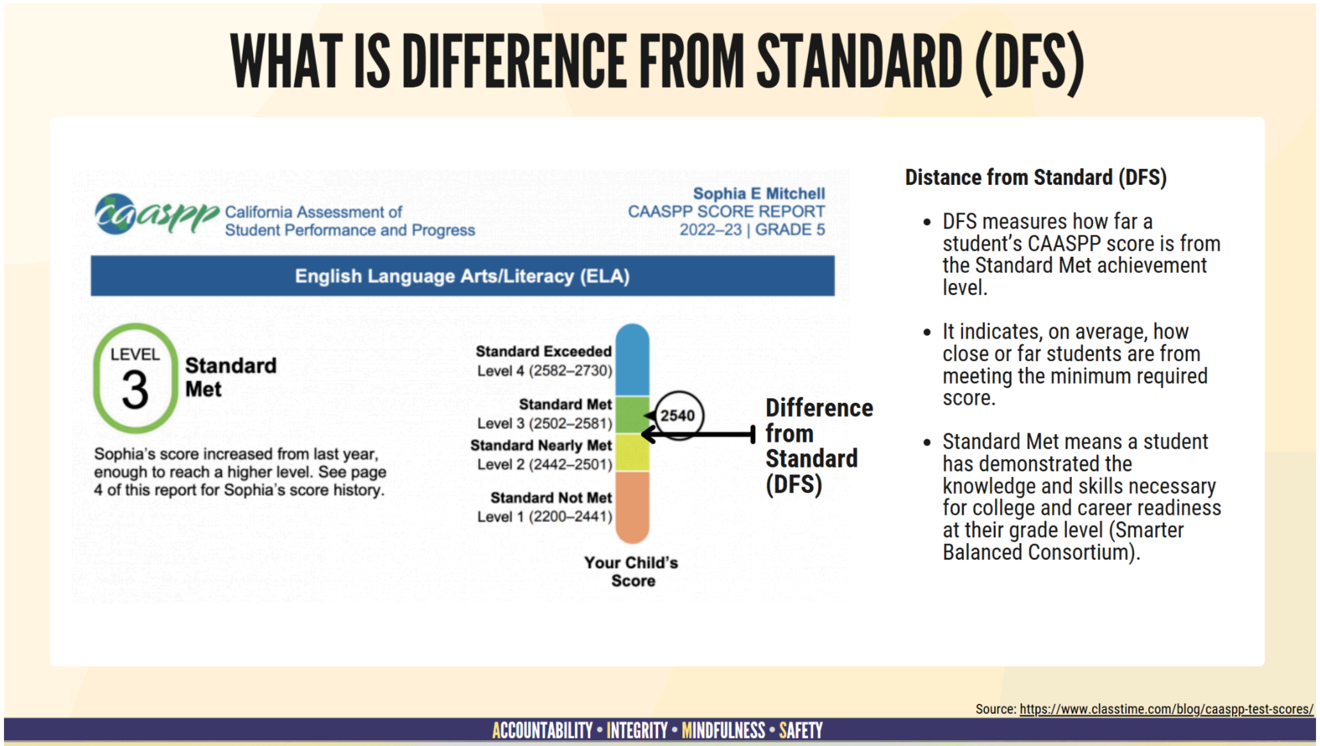
- 2.1: Increase Access for Underrepresented Students
  - Increase Access for Students with Disabilities (MOU Goal #3)
  - Increase Access for Latino Students (MOU Goal #6)
- 2.2: Provide a Safe School Environment
  - Provide a safe school environment (MOU Goal #5)
  - Provide a safe school environment and reduce suspensions (MOU Goal #5, LCAP Goal #6)
- 2.3: Create a Welcoming and Inclusive School Culture (MOU Goal #5, LCAP Goal #4)

Goal 3: High-Performing Organization (Supporting Conditions)

- 3.1: Support Effective Governance and Operations
  - Ensure MOU conditions are met through reporting to ACOE (MOU Goal #1)
  - Ensure effective governance and operations (MOU Goal #2)
- 3.2: Teacher Hiring and Training
  - Ensure teachers are highly qualified (MOU Goal #4)
  - Instruction, Development, and Support (LCAP Goal #2)
- 3.3: Effective Data and Monitoring Systems
  - Reduce midyear transfers (MOU Goal #9)
  - Ensure quality data for accurate reporting (MOU Goal #10)
  - Measurement of Data (MOU Goal #10, LCAP Goal #3)

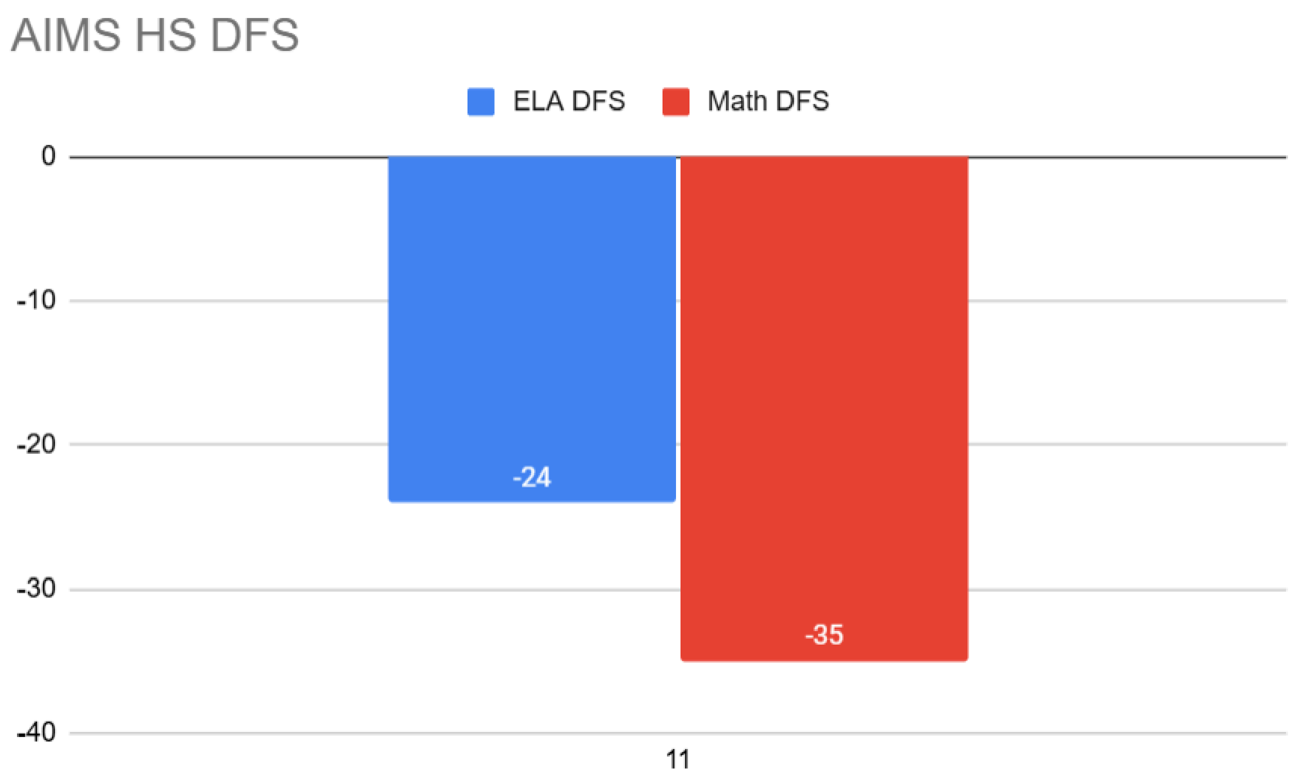
Reflections: Annual Performance

For LCAP Year 1, we set our metrics and standards based on the proficiency. This is the amount of students that passed the test compared to the total amount that took the test. To align with the California Dashboard and feedback from the Alameda County Office of Education (ACOE), we have adjusted our metrics to match that of Distance from Standard (DFS). This method will allow us to better align our plans and capture changes in overall group performance that are not captured in simple proficiency rates. We will also be able to disaggregate data for subgroups more easily and identify achievement gaps.



- A DFS of "0" means the average student is at the standard line. A positive DFS indicates how far above the standard the average student in the group is performing. CDE considers a score of 45 or more "very high." A negative DFS indicates how far below the standard the average student in the group is performing. A score of -70 or lower is considered "very low."
- Annual Change: A positive DFS change of at least 3 points is considered an increase. A positive change of 15 points or more is considered a "significant" increase. (A negative DFS change of at least 3 points is considered a decrease; A negative change of 15 points or more is considered a "significant" decrease).

*X-axis is the Grade Level and Y-axis is the Distance from Standard



Strengths:

- Students at AIMS High School are performing better in ELA than math.

Concerns:

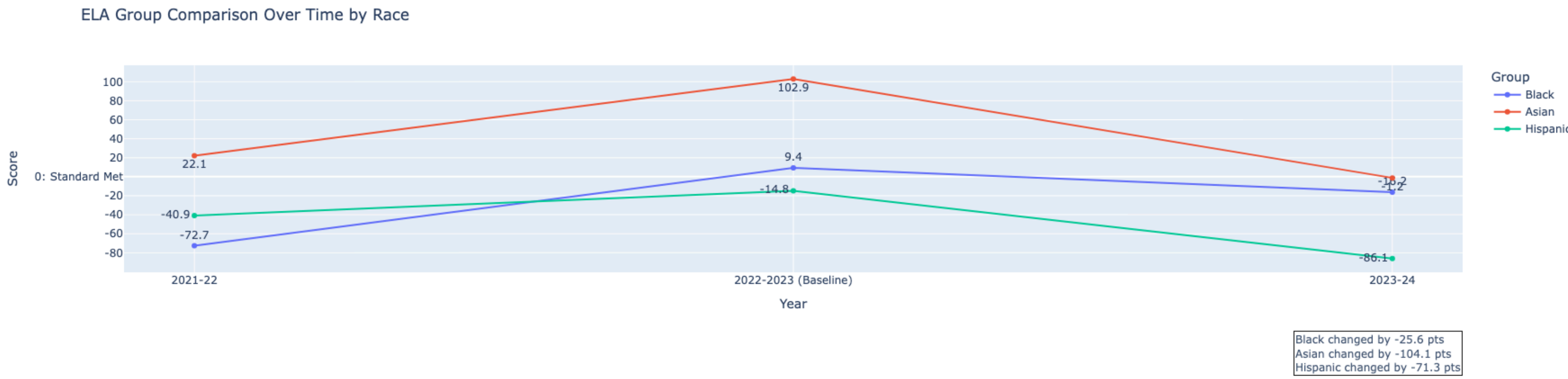
- 11th grade students at AIMS HS perform at a negative distance from standard, meaning they are below grade level standard in both ELA and math.

Graph 1a. English Language Arts Achievement for Socioeconomically Disadvantaged Students and English Learners

Concerns:

- All sub-groups declined significantly, and none of the groups are at standard.
- Additionally, English learners' scores are very low.

Graph 1b. English Language Arts Scores for Students with Disabilities



Concerns:

- All groups declined significantly, with Asians decreasing over 100 points, Black students at 25 and Hispanic at 71
- Black students scores are also very low

Graph 1c. English Language Arts Achievement by Racial Subgroups

Concerns:

- All groups declined, with All students and Socioeconomically disadvantaged students having declined significantly and English Learners have plateaued.

- Additionally, no group is at Standard

Graph 1d. Mathematics Achievement for Socioeconomically Disadvantaged Students and English Learners

Concerns:

- All sub groups declined with both black and hispanic students declined significantly sitting far below standard. Additionally hispanic students scores are very low compared to standards.
- Asian students also declined but still sit above standard and their scores are still very high

Reflections: Technical Assistance

Not applicable, AIMS did not receive Technical Assistance.

Comprehensive Support and Improvement

Not applicable, no AIMS schools were identified for comprehensive support and improvement.

Support for Identified Schools

Due to the charter renewal and MOU process for AIPCS II, AIMS received ongoing support from ACOE to develop an improvement plan (outlined in the MOU). That MOU serves as the basis for all three schools' updated LCAP and will be the primary focus in the years ahead.

Further, this LCAP is for AIMS High School and represents the plan for one school only.

Monitoring and Evaluating Effectiveness

Built within the MOU for AIPCS II is a detailed list of monitoring and evaluation expectations. Those include:

Monthly:
– Safety duty logs and Incident reports
– Monthly safety drill logs
– SPED referrals and assessments
– Copies of formal complaints

Quarterly:
– Traffic safety survey reports
– PBIS implementation reports
– Staff training completion data
– Mid-year transfers
– SPED enrollment
– CALPADS Internal audit reports
– Monthly attendance meeting notes

Annually:
– 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

AIMS has contracted with an external partner to support the development and implementation of a data monitoring system, including timelines, data analysis, and a process for reviewing and responding to data. That support is noted in Goal 1.1.9.

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board.	Beginning in March, 2025, the Board and Superintendent began regular communications about the MOU and impacts resulting from the MOU being passed and/or denied. Additionally, the Board engaged staff and community via: ● Staff drop-in session on May 14, 2025 ● Board Townhall on May 28, 2025 ● Staff survey on May 30, 2025 ● Additionally, School Site Councils reviewed site LCAPs and progress as a part of their monthly meetings. ● LCAP and MOU Community meeting on June 9, 2025 ● Board review of the LCAP and Budget on June 11, 2025
Teachers, administrators, and other school personnel	Beginning in March, the leadership's focus has been on developing and refining the MOU to submit to ACOE. Recognizing that the MOU would become all three school's future plans, these meetings constituted our planning sessions. Additionally, senior leaders were engaged in several budgeting meetings where they shared their recommendations for aligning the budget to the adopted LCAP

	and the new priorities emerging through development of the MOU. Dates include: ● March 20, 2025 ● March 31, 2025 ● April 1, 2025 ● April 7, 2025 ● April 8, 2025 ● April 17, 2025 ● April 18, 2025 ● May 1, 2025 ● May 5, 2025 ● May 6, 2025 ● Budgeting: Various times during the weeks of May 19th and May 26th

Description of how the LCAP was influenced by Educational Partners:

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

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

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

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

Goals and Actions

Goal 1

Goal # 1	Student Achievement and Academic Outcomes	Type of Goal
	We commit to academic excellence by ensuring that all students receive data-driven instruction and curriculum aligned with the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Additionally, we commit to providing targeted support to students needing additional support to reach standards, with particular attention paid to English Learners, Foster Youth, students	Broad and targeted

receiving Special Education services, and students achieving below grade level.

To ensure alignment with the MOU and across all subgroups, Goal 1 has two subcategories:

Goal 1: Student Achievement and Academic Outcomes

- 1.1: Provide high quality academic instruction
    - All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth (LCAP Goal #1)
    - Academics and Curriculum (MOU Goal #8)
- 1.2: Provide tiered support to address achievement gaps
    - Provide tiered supports to reduce retention (MOU Goal #8)
    - English Learners reclassify within 6 years (MOU Goal #8, LCAP Goal #5)
    - Teacher use of data systems (Former LCAP Goal #3)

State Priorities addressed by this goal.

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

Explanation of Goal 1:

To strengthen our commitment to academics and instruction, teachers will receive professional development on instructional practices, social-emotional teaching strategies, and use of data to monitor student achievement. Students will have credentialed teachers, standards-aligned instructional materials, and intervention support.

An achievement gap exists for at-risk students, including students that identify as English Learners, Foster Youth, and Socioeconomically Disadvantaged, as well as students receiving Special Education services. To address these gaps, AIMS will invest in additional staffing and targeted interventions, supported by a newly-developed comprehensive data system that includes benchmark assessments and quarterly systems for monitoring student achievement.

We have also developed a goal of improving teacher performance, particularly in support of our underserved students. Specifically, we are focusing on improving teaching performance through the use of research-based language acquisition strategies (GLAD) and training teachers to support students with disabilities.

In the coming years, AIMS has the goal of increasing the number of students with disabilities who attend our schools. One element of increasing enrollment is to improve our identification and referral practices within AIMS. To that end, we will be providing teachers with training on how to identify students with learning difficulties as well as improving our Student Study Team and referral processes.

Measuring and Reporting Results (for the 2024-25 LCAP Onwards)

Goal 1: Student Achievement and Academic Outcomes (ELA and Math)

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)										
ELA Academic Targets	**Increase** (Points)*	**Baseline 2022-23 CA**	2023-24 CA DASHBOARD	**2024-25** (DFS)	**2025-26** (DFS)	**2026-27** (DFS)	**2027-28** (DFS)	**2028-29** (DFS)	**2029-30** (DFS)	**Current Difference from Baseline 2022/23 compared to 2023/24** (DFS)
All Students	6	**39.9**	**-23.6**	**TBD**	-11.6	-5.6	0.4	6.4	12.4	**Declined 63.5 Points**
Black African American	6	9.4	-16.2	TBD	-4.2	1.8	7.8	13.8	19.8	Declined 25.7 Points
Asian	6	102.9	-1.2	TBD	10.8	16.8	22.8	28.8	34.8	Declined 104.1 Points
Hispanic	6	-14..8	-86.1	TBD	-74.1	-68.1	-62.1	-56.1	-50.1	Declined 71.3 Points
Two or More Races	N/A	N/A Less than 11 students	N/A Less than 11 students	TBD	N/A	N/A	N/A	N/A	N/A	N/A
Students w/ Disabilities	N/A	N/A Less than 11 students	N/A Less than 11 students	TBD	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A Less than 11 students	N/A Less than 11 students	TBD	N/A	N/A	N/A	N/A	N/A	N/A
Long-term English Learners (LTEL)	6	N/A	-124.5	TBD	-112.5	-106.5	-100.5	-94.5	-88.5	N/A
English Learners	6	-60.4	-93.1	TBD	-81.1	-75.1	-69.1	-63.1	-57.1	Declined 32.7 Points
Socioeconomically Disadvantaged	6	46.7	-16.6	TBD	-4.6	1.4	7.4	13.4	19.4	Declined 63.3 Points
Math Academic Targets	**Increase** (Points)*	**Baseline 2022-23 CA**	2023-24 CA DASHBOARD	**2024-25** (DFS)	**2025-26** (DFS)	**2026-27** (DFS)	**2027-28** (DFS)	**2028-29** (DFS)	**2029-30** (DFS)	**Current Difference from Baseline 2022/23 compared to 2023/24** (DFS)
All Students	6	**17.4**	**-31**	**TBD**	-19	-13	-7	-1	5	**Declined 48.4 Points**
Black African American	6	-30.7	-57.6	TBD	-45.6	-39.6	-33.6	-27.6	-21.6	Declined 26.9 Points
Asian	3	103	52.3	TBD	58.3	61.3	64.3	67.3	70.3	Declined 50.7 Points
Hispanic	6	-75.6	-130.4	TBD	-118.4	-112.4	-106.4	-100.4	-94.4	Declined 54.9 Points
Two or More Races	N/A	N/A Less than 11 students	N/A Less than 11 students	TBD	N/A	N/A	N/A	N/A	N/A	N/A
Students w/ Disabilities	N/A	N/A Less than 11 students	N/A Less than 11 students	TBD	N/A	N/A	N/A	N/A	N/A	N/A

White	N/A	N/A Less than 11 students	N/A Less than 11 students	TBD	N/A	N/A	N/A	N/A	N/A	N/A
Long-term English Learners (LTEL)	6	N/A Less than 11 students	-130	TBD	-118	-112	-106	-100	-94	N/A
English Learners	6	-40.9	-44.1	TBD	-32.1	-26.1	-20.1	-14.1	-8.1	Declined 3.2 Points
Socioeconomically Disadvantaged	6	23.5	-21	TBD	-9	-3	3	9	15	Declined 44.5 Points

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

Goal: All students meet/exceed standards in Science. Targeted groups make accelerated growth.

Metric: Average Distance From Standard (DFS) on SBAC (0=meeting standard)

Subgroups not listed: Fewer than 11 students - data not displayed for privacy
For Science, growth is 3 DFS points per year

Science Academic Targets (CAST)	**Baseline 2022-23 CA DASHBOARD**	**Year 1 Outcome: 2023-24 Results**	**Year 2 Outcome: 2024-25** (DFS)	**Target for Year 3 Outcome: 2025-26** (DFS)	**Current Difference from Baseline 2022/23 compared to 2023/24** (DFS)
All Students	N/A	-15.4	TBD	-9.4	N/A
African American	N/A	-25.5	TBD	-18.4	N/A
Asian	N/A	1.8	TBD	7.8	N/A
English Learners	N/A	-22.7	TBD	-16.7	N/A
Socioeconomically Disadvantaged	N/A	-16.8	TBD	-10.8	N/A
Hispanic	N/A	-28.6	TBD	-22.6	N/A

*High School students did not take the CAST in 2022-23

Goal: English Learners reclassify within 6 years.

Metric: English Learner Progress* (ELPAC)

English Learners	**Baseline**	**2024-25**	**2025-26**	**2026-27**

	2024 CA DASHBOARD			
All English Learners	37%	42%	50%	55%
Long Term English Learners	40%	45%	50%	55%
*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				

Goal: Increase Access for Students with Disabilities.							
Metric: Special Education Enrollment.							
	Baseline 2024 CA Dashboard	**2024-25***	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
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

Goal 1: Student Achievement and Academic Outcomes

Update from the 2024-25 School Year (Formerly Goal 3)

Metric #	Metric	Baseline 2023-2024	Year 1 Outcome: 2024-2025	Year 2 Outcome: 2025-2026	Target for Year 3 2026-27	Current Difference from Baseline
1	Formative Proficiency Assessment Math -NWEA (MAP)	No baseline data available (implemented in the 24-25 school year)	65th Percentile	TBD	71st Percentile	No baseline data available (implemented in the 24-25 school year)
2	Formative Proficiency Assessment ELA -NWEA (MAP)	No baseline data available (implemented in the 24-25 school year)	46th Percentile	TBD	52nd Percentile	No baseline data available (implemented in the 24-25 school year)
3	Consistent teacher use of Unified Insights software	50% of teachers have used Unified Insights to look at student data	60% of teachers have used Unified Insights at least once to look at student data	0% Will Discontinue with Program	0% Will Discontinue with Program	No baseline data available (implemented in the 23-24 school year)
4	NWEA–This will be a new program for 2024-2025	No baseline data available (implemented in the 24-25 school year)	75% of students took the final test	TBD	89%	No Baseline
5	Illuminate usage for students	Illuminate Usage 75%	Illuminate Usage: 0% of students taking Illuminate benchmark assessments	TBD	0% - Students will not use this program as we replaced it with NWEA	-75% Did not use this program this year
6	Percent of teachers using RespondEDU	No baseline data available (implemented in the 24-25 school year)	0% of teachers used this	0% no longer using this program	0% no longer using this program	0%
7	Reduce Student Retention: Students	0	0	TBD	0	0

	with Disabilities					
8	Reduce Student Retention: General Education Students	3%	2.5%	TBD	1.5%	
	% of observed teaching time with GLAD strategies	GLAD use observed 0% of teaching time	GLAD use observed 10% of teaching time	GLAD use observed 15% of teaching time	GLAD use observed 65% of teaching time	60%
	English Learners making annual growth as measured by ELPAC annual growth data	53.6% making progress towards English Language Proficiency	21.4% making progress towards English Language Proficiency	TBD	65% of English Language Learners made at least one level progress based on ELPAC data	-32.2%
	Rate of reclassification	28% of English Language Learners were reclassified in 2023	30% of English Language Learners were reclassified in 2024	4% of English Language Learners were reclassified in 2025	25% of English Language Learners will be reclassified as Fluent	
	% meeting or exceeding ELA standards	-60.4 (DFS)	-93.1 (DFS)	TBD	-83.1 DFS	-32.7 DFS

Goal Analysis for [2024-2025]

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

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

Metric 1: NWEA Math - We started using NWEA for our quarterly benchmarks for the district in the 2024-2025 school year. This program was used to replace

Scholastic Reading Inventory. We decided this year to not use Illuminate because the teachers liked this program and we didn't want to overwhelm them with multiple benchmarks. AIMS HS ended up scoring in the 65th percentile in mathematics for students in grades 9-12. We set a target growth goal of 71st percentile for the following year. Our students score well in math and this was the first year implementing the program, so I believe we can achieve higher for next year. To increase percentiles in this category, we have multiple things planned. Starting with the first week of school, teachers will receive the data of their students from the previous year. They will attend professional development on how to look through this data and plan from there. Then, students will be taking a diagnostic to see where they currently are at. Students data will be disaggregated and students will be put into categories of exceeding, meeting, nearly at, or below standard. After week 2-3 of the school year, teachers will conduct afterschool tutoring with students from the below standard and nearly met standard groups. These same students will also attend Academic Saturday School where they will work more closely with the CCSS standards. After 9 weeks, another benchmark will be given and students will have a chance to make improvements and be pulled out of intervention. The cycle will repeat and we will make sure to target those groups of students who are struggling the most. Other additional interventions include Winter school during the holiday break and pull-outs for small group instruction.

Metric 2:NWEA ELA -

We started using NWEA for our quarterly benchmarks for the district in the 2024-2025 school year. This program was used to replace Scholastic Reading Inventory. We decided this year to not use Illuminate because the teachers liked this program and we didn't want to overwhelm them with multiple benchmarks. AIMS HS ended up scoring in the 46th percentile. Our students seemed to have been struggling with ELA this year in comparison to math. A cause of this is the lack of teachers in three of our classes. These classes had long term subs as we had teachers out on leave for various reasons. These classes were comprised of a large amount of EL's and this contributed to the lower ELA marks. We set a goal of 52nd percentile for next year in hopes we get more stability in the classroom. To increase percentiles in this category, we have multiple things planned. Starting with the first week of school, teachers will receive the data of their students from the previous year. They will attend professional development on how to look through this data and plan from there. Then, students will be taking a diagnostic to see where they currently are at. Students data will be disaggregated and students will be put into categories of exceeding, meeting, nearly at, or below standard. After week 2-3 of the school year, teachers will conduct afterschool tutoring with students from the below standard and nearly met standard groups. These same students will also attend Academic Saturday School where they will work more closely with the CCSS standards. After 9 weeks, another benchmark will be given and students will have a chance to make improvements and be pulled out of intervention. The cycle will repeat and we will make sure to target those groups of students who are struggling the most. Other additional interventions include Winter school during the holiday break and pull-outs for small group instruction.

Metric 3: Unified Insights:

Unified Insights: We implemented this data tracking program in the 2023-2024 school year. In the 24-25 school year, we had professional development at the start of the year on how to use this system. School leaders also created their own data tracking tools, and our assessment program, NWEA, had its own data warehouse and teachers used that more. Teachers didn't like that they had to go through multiple steps to login to this program as it is a widget/app within our Power School system. We have decided to discontinue this program so a goal for the following year is not included.

Metric 4:NWEA -

We started using NWEA for our quarterly benchmarks for the district in the 2024-2025 school year. This program was used to replace Scholastic Reading Inventory. We decided this year to not use Illuminate because the teachers liked this program and we didn't want to overwhelm them with multiple benchmarks. For this year, our quarter 4 tests had a 75% student completion rate. This test was taken near the end of the year and we still have a few vacancies with subs and teachers calling out. Some of the classes were unable to test by the end date. We plan on having all classes staffed next year and hope to have 86% or more of our student population take the NWEA math and ELA test in 2025-2026.

Metric 5: Illuminate:

To start out with our baseline, we had 75% usage of the Illuminate assessment platform amongst our students. The following year, we had 80% usage as this was one of our main assessment platforms. However, we recently adopted NWEA as our main assessment platform and Illuminate became obsolete. Teachers liked NWEA and NWEA was recognized by the state as a district assessment program for charter renewal data, so we decided to stick with that only.

Metric 6:Respond EDU -

This was a lesson plan creation program that was introduced to teachers in the 24-25 school year. We made the jump to this platform thinking it would help the teachers with their lesson plan creation. However, after our initial trainings and professional development, teachers didn't buy-in to it. They found the platform time consuming, difficult to use, and useless because it didn't match what was in the textbooks (sequencing was off.)

Measuring and Reporting Results: Formerly Goal 5

Metric 1:Percentage of observed teaching time with GLAD strategies. We brought a consultant on to train our teachers in GLAD strategies but they were not observed during the baseline year of 2022-23. We then hired our own ELD coordinator to conduct trainings and work with teachers to see a slight increase. This school year (24-25) each teacher was responsible for putting ELD strategies in their lesson plans and circling the strategies they were going to use on their whiteboard. This worked and we saw 60% of the teachers use GLAD strategies while classroom observations were conducted. We are going to continue to train teachers on these strategies and have our ELD team demo them in the classrooms.

Metric 2:ELPAC Growth -

We saw a tremendous decline in our baseline year on the ELPAC at a decline of -32.2%. After doing an analysis, we found out that our newly introduced testing procedures were causing too many distractions. Teachers wanted EL students to miss less instructional class time when taking the ELPAC, so instead of separating students for testing, we put multiple grade levels in one room. This proved to be the wrong decision as you had K students (from our sister site) with upper grades based on schedules and this caused too many distractions which led to the lower results. We planned on going back to the original testing method from our baseline year and the 24/25 results are TBD.

Metric 4:Percent of EL's meeting or exceeding ELA standards -

Our baseline is a -60.4 and we declined to 93.1 DFS the following year. The 24/25 results are TBD. This is attributed to a more organized ELD program that is focused on student outcomes as well as training for classroom teachers on how to use select strategies.

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

Several material differences were identified between budgeted and actual expenditures across multiple actions in the 2024–25 LCAP. These variances were primarily due to changes in staffing, program implementation, and timing of expenditures.
Teacher Salaries (Action 2.2):
Estimated actual expenditures were significantly lower than budgeted due to several unfilled vacancies throughout the year. This also impacted associated costs such as benefits and instructional support.

Instructional Coach (Action 2.6):
The instructional coach unfortunately passed away midyear. This resulted in reduced salary expenditures and a delay in hiring a replacement, which impacted related coaching support services.

Administrative Staff (Action 2.1) and Administrative Assistant/Clerk (Action 4.1):
These roles experienced turnover and hiring delays, resulting in lower-than-anticipated expenditures.

Teacher Induction Support (Action 2.11):
Estimated costs exceeded the budget due to an increase in participation and support needed for newly credentialed and intern teachers.

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

For this current school year, we wanted to use an assessment system that the CDE recognized for charter renewal. We decided to purchase NWEA to use as our main benchmark assessment system. Teachers were able to buy-in to the program and liked it a lot. This had us stop using Illuminate and Scholastic as teachers wanted only one assessment system to test students and keep track of data on.

This proved to be effective as we saw an increase in most grade level percentiles from quarter to quarter. We found that the program called Respond EDU was ineffective or at least didn't work for our teachers. The program was difficult to use, teachers were confused on how to create the actual lesson plan, and our current curriculum and textbooks were hard to match with the CCSS standards sequence of Respond EDU.

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

We have made planned changes to Metrics 3, 5, and 6. We found out that teachers were not using Unified Insights to look at data like they should have been. Our assessment platforms included their own in-house data systems that teachers found much easier to use. The site admin also had data housed on another sheet that was continually updated by teachers. Teachers also found unified insights too tedious to work through and access. For Metric 5, we decided to stick with NWEA as our sole assessment platform. Having multiple benchmarks became overwhelming for the teachers and staff. It became too difficult to track logins and passwords as well as data from multiple platforms. We made the decision just to stick with NWEA. For Metric 6, we found that the program called Respond EDU was ineffective or at least didn't work for our teachers. The program was difficult to use, teachers were confused on how to create the actual lesson plan, and our current curriculum and textbooks were hard to match with the CCSS standards sequence of Respond EDU.

Actions

- 1.1: All students meet or exceed standards in ELA and Math
- 1.2: Provide tiered support to address achievement gaps

Action #	Title	Description	Total Funds	Contributing
1.1.1	Administrators	Restructure leadership of the school sites to support instruction and classroom management. • Head of School • Dean of Students	LCFF $256,722	
1.1.2	Teachers	Appropriately assigned, trained, and credentialed teachers will provide high quality instruction to all students using AIMS practices and data driven strategies. Art and Music Teacher	$1,375,000 LCFF +AMIM + Prop 28	

		World Language Teacher	+ Title I	
1.1.3	Substitutes	Substitutes will be provided in absences of teachers.	$80,000 LCFF General	
1.1.4	Approved curriculum (textbooks, online learning platforms)	Approved textbooks and standards aligned instructional materials will ensure that students will have access to appropriate curriculum.	$40,000 GP + AMIM	
1.1.5	Books and Other Reference Materials- Supplemental Curriculum, Online Learning Platforms	Approved online learning programs to supplement learning and promote student success.	$17,000 + Title I + AMIM + LREBG	Yes
1.1.6	Instructional Materials/Supplies	Instructional materials and supplies to implement curriculum-aligned instruction that includes learning tools, class materials, supplies, science lab, and other instructional materials.	$50,000	
1.1.7	Teacher professional development	Provide training on Trauma-Informed instructional strategies, DEI, and MTSS via the Bootcamp at the start of the year and then quarterly throughout the year. (Teach Like a Champion). Teachers and support staff will receive training from adopted curriculum vendors to enhance a deeper understanding of curriculum implementation aligned with ELD standards, CCSS, and lesson planning.	$50,000 + Title II + Title III + AMIM + LREBG	

		Substitutes to cover for teachers to attend training/peer observations		
1.1.8	Professional Development for Administrators	Train the Trainer model open within Teach Like a Champion. Utilize school reviews and outreach to other schools to understand their models and instructional practices.	$20,000 GP	
1.1.9	Implement a robust data monitoring system	Meet every 9 weeks to analyze quarterly interim assessments, adjust pacing guides and instructional plans for the next quarter, and plan interventions for students. Support facilitated by a consultant (Wes Jacques)	$30,749.35	
1.1.10	Grade Level Chairs	Plans activities and assemblies at their grade level, ensures consistency of academic practices across classrooms. $3,000 stipend each grade level.	$12,000 GP	
1.1.11	Increase Teacher Collaboration Time	Align bell schedule to support teacher collaboration across grade levels and in service of students with disabilities, English Learners, and those that are behind in grade level.	N/A	
1.1.12	Field Trips	Augment academic instruction and enrich student experience with field trips at each grade level–at least one per year.	AMIM $20,000	
1.1.13	Testing supplies and fees	Testing supplies to enhance and support SBAC/CAASPP preparation. AP and SAT Test Prep and Fees	GP $3,651 GP & LREBG $89,000	
1.2.1	Increase Access for Students with Disabilities	Provide training to staff about the SST and IEP processes during summer Bootcamp, and then have regular engagements to	N/A Covered in Teacher PD above	

		support teachers with student identification. Primary focus is on the first quarter. Staff four Education Specialists and one Director for SPED to manage the program, support with IEPs and manage the caseload.		
1.2.2	Reduce Student Retention	Provide weekly Saturday School for students needing extra support, starting in September and continuing through May. ● Teachers will each hold one Saturday School day a month and be paid via extended contract. (43 teachers paid $260/month for a total of $90,000 (spread across three sites) Provide Break classes and support during Winter and Spring breaks, for 6 days total. (4 teachers per day at $65/hour for four hours per day for a total of $6,240) Provide Summer School: 3 weeks in July, four hours a day, 6 teachers per day, at $65/hour for a total of $23,400) Hire a Coordinator of Extended School Programming to support identification of students for after school and break classes, and to monitor their progress.	GP $30,000 + Title I $25,000	
1.2.3	ELD Manager	The ELD Manager organizes the on-going training in GLAD strategies for teachers and provides demo lessons and one-on-one support for teachers. The ELD Manager will also meet with staff who conduct teacher observations in order to track the percentage of time GLAD strategies are used during observations. The ELD Manager also coordinates ELPAC testing and ELAC.	$40,564.07	Yes

1.2.4	ELD Teacher	Hire One ELD teacher to provide regular, targeted instructional support to small intervention groups (of ELPAC level 1 and 2 EL students) and supplementary language curriculum support to level 3 students.	$70,834	Yes
1.2.5	ELD Supplies and Materials	ELPAC Testing Materials ELD Curriculum Related technology and software	$0 $2,500 + AMIM	Yes

Goal 2

Goal #	Description	Type of Goal
2	**School Climate and Student Engagement** AIMS is committed to supporting a safe and productive learning environment for all youth to succeed. In reflecting on our enrollment data, we have room to improve in serving underrepresented students, particularly students with disabilities and Latino students. To that end, we have created specific goals to attract and retain underrepresented students. Additionally, we have created goals to promote student social-emotional and physical safety. Aligned with our LCAP from 2024-25 and our current MOU, below are our subgoals: ● 2.1: Increase Access for Underrepresented Students ○ MOU Goal #3: Increase Access for Students with Disabilities. ○ MOU Goal #6. Increase Access for Latino Students. ● 2.2: Provide a Safe School Environment ○ MOU Goal #5: Provide a safe school environment. ○ MOU Goal #5. Provide a safe school environment and reduce suspensions. ● 2.3: Create a Welcoming and Inclusive School Culture	Broad and targeted

	○ MOU Goal #7. Ensure all students are engaged in school by reducing chronic absenteeism. ○ Former LCAP Goal #6: (Not titled, very close to MOU Goal #7) ○ Former LCAP Goal #4: School Culture and Climate ○ MOU Goal #9: Reduce midyear transfers	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parent Involvement
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Student Engagement
Priority 6: School Climate
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Explanation of Goal 2:

The holistic needs of students (particularly mental health) must be taken into account alongside academic achievement in order to facilitate student and community success. Our goal is to provide a positive, safe, and comfortable environment where students and teachers only need to worry about teaching and learning. We also want to focus on positive interactions with staff and students. Our goal is to teach students how to learn from their mistakes, positively interact with their peers, and build trust within the school community.

California School Dashboard (Dashboard) and local data indicate that low-income students and Latino students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students. We are prioritizing building systems to support students who are chronically absent and to implement Positive Behavior Intervention and Supports (PBIS), among other intervention strategies.

Measuring and Reporting Results:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase enrollment students with disabilities	19 (5.16%)	19 (4.92%)	*TBD*	40 (10.78%)	0 (0%)
2	Increase Enrollment for Latino Students	73	65	*TBD*	80	-8
3	Student Survey - Regarding Safety- California Health Kids Survey (CHKS)	9th: 29% 10th: 50% 11th: 57% 12th: 53%	9th: 47% 10th: 32% 11th: 64% 12th: 46%	*TBD*	9th: 55% 10th: 70% 11th: 70% 12th: 70%	9th: 18% 10th: -18% 11th: 7% 12th: -7%
4	Student Survey - Caring adults in school California Health Kids Survey (CHKS)	9th: 46% 10th: 41% 11th: 55% 12th: 47%	9th: 49% 10th: 53% 11th: 68% 12th: 56%	*TBD*	9th: 65% 10th: 65% 11th: 65% 12th: 65%	9th: 3% 10th: 12% 11th: 13% 12th: 9%
5	Parent Climate Survey - This school is a safe place for my child. California School Parent Survey (CSPS)	91% of parents agree or strongly agree	85% of parents agree or strongly agree	*TBD*	95% of parents will agree or strongly agree	-6%
6	Parent Survey - This school has high expectations for all students California School Parent Survey (CSPS)	76% of Parents agree or strongly agree	100% of Parents agree or strongly agree	*TBD*	Family Response: 90% will agree or strongly agree Source California School Parent Survey (CSPS)	-24%
7	Family Traffic Safety Survey Completion	No data	No data	65%	70%	
8	Families reporting Safety during arrival/dismissal (rating 4/5 or 5/5)	No data	No data	75%	85%	
9	Staff on Duty Outside: Drop-off, pick-up, P.E., Field Trips (Signed Logs)	No data	No data	100%	100%	

10	PBIS Implementation % of staff using PBIS app/month	No data	No data	80%	85%	
11	Staff Safety Training Completion	95%	95%	100%	100%	
12	Monthly Safety Drills and Evacuations**	90%	90%	100%	100%	
13	Chronic Absenteeism Rate	Schoolwide: 19.45% Asian: 6.7% Black/African American: 19.5% Latino: 28.6% White:65.2% Two or more races: 33.3%	Schoolwide: 17.39% Asian: 2.9% Black/African American: 12.7% Latino: 32.9% White:60.0% Two or more races: 27.3%	*TBD*	Schoolwide: 10% Asian: 3% Black/African American: 10% Latino: 10%% White: 10% Two or more races: 10%	Schoolwide: -2.06% Asian: -3.8% Black/African American: -6.8% Latino: 4.3% White: -5.2% Two or more races: -6.0%
14	Average Daily Attendance: Schoolwide	94.80%	94.73%	*TBD*	96%	0.07
15	Suspension Rate	School wide: 2.2% Asian: 1.2% Black/African American: 2.5% Latino: 2.4% Students with Disabilities: 5.3% English Learner: 1.1% Long-term English Learners: Socioeconomically Disadvantaged: 2.5% White: 4.3%	School wide: 2.3% Asian: 0% Black/African American: 3.7% Latino: 1.2% Students with Disabilities: 13.6% English Learner: 1.3% Long-term English Learners: 2.2% Socioeconomically Disadvantaged: 2.4% White: 5.0%	*TBD*	Schoolwide: 3% Asian: 1% Black/African American: 4% Latino: 1.50% Students with Disabilities: 8% English Learner: 2% Long-term English Learners: 8% Socioeconomically Disadvantaged: 3% White: 3%	Schoolwide: 0.1% Asian: -1.2% Black/African American: 1.2% Latino: -1.2% Students with Disabilities: 8.3% English Learner: 0.2% Long-term English Learners: 2.2% Socioeconomically Disadvantaged: -0.1% White: 0.7%

16	Percent of Students Participating in a Student Club or Leadership Group	No baseline data available.	50%	TBD	50% of students will participate in a Student Club or Leadership Group	
17	Percent of students in grade 9th-12th, receiving social emotional counseling	No baseline data available (This data has not been previously collected.)	6%	TBD	15% of students in grade 9th-12th, receiving social emotional counseling	

Goal Analysis for [2024-2025]

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

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

During the 2024–2025 school year, we successfully implemented most of the actions and services outlined in the LCAP. The plan remained closely aligned with our priorities of improving student outcomes, ensuring equity, and supporting staff development. Instructional supports, student engagement initiatives, and supplemental services for unduplicated students were largely implemented as planned.

While the majority of actions were executed, there were a few substantive differences in how some items were carried out:

- Instructional Coaching: A significant disruption occurred midyear with the unexpected passing of our instructional coach. This heartbreaking event deeply impacted our staff and limited our ability to fully implement the instructional coaching cycle and associated supports for teachers during the second half of the year. Although some coaching structures remained in place, we were unable to replace the position in time to complete the full scope of work outlined in the LCAP.

- RespondEdu: Although this initiative was included in the LCAP plan, it was ultimately funded through alternative sources outside of LCFF, allowing us to preserve LCAP funds for other critical needs.

- Professional Development (PD): We did not spend the full amount budgeted for professional development under the LCAP. In part, this was due to cost savings through leveraging other funding sources, such as ESSER III and one-time grant funds, to support staff training opportunities. This strategic shift helped us maintain all planned PD offerings without drawing heavily on LCAP funds.

Challenges:

- The loss of key personnel during the year created emotional and operational challenges, particularly related to coaching and teacher support. The absence of a replacement limited the consistency and depth of professional growth structures we had intended to implement.
- Adjustments in funding sources required real-time collaboration across departments to ensure continued service delivery without disruption, especially for PD and technology-related contracts.

Successes:

- Despite the challenges, all student-facing actions—including intervention support, enrichment programs, and social-emotional learning initiatives—were successfully implemented and well-received by staff and families.
- The ability to leverage other funding sources for RespondEdu and professional development reflects a proactive and flexible fiscal strategy that allowed us to maintain service levels while preserving LCFF resources for future needs.
- Staff remained committed to the goals of the LCAP, and school leaders adapted plans to ensure that student outcomes remained central even as implementation challenges emerged.

School Climate and Student Engagement

During the 2024–2025 school year, we successfully implemented all actions and services outlined in the Local Control and Accountability Plan (LCAP). The actions were executed with fidelity and aligned with the goals set. We merged goal 4 and goal 6 from 2024-25 LCAP into the new goal 2, this goal analysis is for 2024-2025 LCAP Goal 4 and Goal 6.

Differences Between Planned Actions and Actual Implementation:

There were no major deviations from the planned actions in the LCAP. However, one minor adjustment occurred in the implementation of our attendance incentive program:

Planned: Monthly celebrations recognizing students with perfect attendance.

Actual: Due to scheduling limitations and the desire to create more meaningful recognition events, we held quarterly attendance celebrations instead of monthly. These events were well-received by students and families and allowed us to highlight consistent attendance over a longer period, fostering a deeper appreciation for school engagement.

No other substantive changes or omissions occurred in the implementation of planned actions.

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

Several material differences were identified between budgeted and actual expenditures across multiple actions in the 2024–25 LCAP. These variances were primarily due to changes in staffing, program implementation, and timing of expenditures.

Many of the differences between budgeted and actual expenditures were driven by staffing shortages, midyear changes in personnel, and shifts in program implementation. While some programs underspent due to delays or reduced participation, other areas such as teacher supplies, special education support, and substitute services exceeded estimates due to unanticipated needs. These variances will inform more responsive planning and budgeting adjustments in the 2025–26 LCAP.

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

Per the full description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions outlined above, our ambitious goals for next year were met in some areas, and not fully implemented in others. Areas called out as a particular concern in the MOU process include chronic absenteeism, student safety, and inclusion of diverse student populations. All three of these areas are being addressed more specifically in the 2025-26 LCAP.

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

As part of a comprehensive review of our LCAP goals and metrics, we realigned several components to better reflect actionable, measurable outcomes.

Merged and New Goals: We merged goal 4 and goal 6 from 2024-25 LCAP into the new goal 2 to reduce redundancy and provide a more cohesive vision of student success and school climate.

Metric Expansion and Removal: We expanded metrics where appropriate — for instance, in areas related to chronic absenteeism and suspension rates, we included all student subgroups, even if some subgroups performed well on the California School Dashboard. This ensures equity remains central and allows for continuous monitoring across all groups. We also added metrics that were found in the MOU such as increasing enrollment for students disability and latinos.

New metrics for the 2025-2026 LCAP based on MOU

Metric 1: Increase enrollment students with disabilities

Metric 2: Increase Enrollment for Latino Students

Metric 7: Family Traffic Safety Survey Completion:
This survey will be completed in Q1 for the 25-26 school year.

Metric 8: Families reporting Safety during arrival/dismissal (rating 4/5 or 5/5)
This survey will be completed in Q1 for the 25-26 school year.

Metric 9: Staff on Duty Outside: Drop-off, pick-up, P.E., Field Trips (Signed Logs)
This survey will be completed in Q1 for the 25-26 school year.

Metric 10: PBIS Implementation % of staff using PBIS app/month: PBIS was implemented this school year.

Metric 11: Staff Safety Training Completion

For the FY24–25 fiscal year, all staff successfully completed nine mandatory safety trainings, achieving a 100% participation rate. The required trainings included: Active Assailant Preparedness, Mandated Reporter: Child Abuse & Neglect, School Intruders, School Violence: Identification and Response, Sexual Harassment, Terrorism Awareness & Response, Threat Assessment, Title IX & Gender Equity in Athletics, Visual Weapons Screening

Metric 12: Monthly Safety Drills and Evacuations

Actions

- 2.1: Increase Access and Support for Underrepresented Students
- 2.2: Provide a Safe School Environment
- 2.3: Create a Welcoming and Inclusive School Culture

Action #	Title	Description	Total Funds	Contributing

2.1.1	Teacher Assistants	Support staff will provide regular and equitable instructional "push-in" and "pull-out" support to students. Support staff will also provide and promote a positive, proactive, professional, and efficient environment.	**GP** $394,522	Yes
2.1.2	Intervention Aides	Support staff will provide regular and equitable instructional "push-in" and "pull-out" support to students. Support staff will also provide and promote a positive, proactive, professional, and efficient environment.	**GP** $43,764 **6500 SPED** $139,546 **3310 SPED** $69,772.57	Yes
2.1.3	Support Staff Training	Provide training on effective classroom management and instructional strategies.	Included in Staff PD Discussed in Goal 1	
2.1.4	Hire MTSS Director	Set up and maintain systems for student support including SSTs, intervention and summer programming, and identification of students for SPED and ELD.	$120,000	
2.1.5	Increase Number of Students with Disabilities	Increase our SPED Enrollment by: (1) promotion of special education programming through SPED resource centers and stronger communication with families, and (2) stronger coordination between Student Study Team (SST) process, individualized learning plans (ILPs), and referrals for special education assessment.	N/A included in other salaries	
2.1.6	Materials, Supplies, and Personnel to Support Special Education Programs and Students	Education Specialists (formerly referred to as SPED Teachers) are included in the staffing plan outlined in Section 1.1.2, with assignments based on a 1:28 ratio of staff to special education students. Instructional Assistant (IA) positions, as detailed in Section 2.1.1, are allocated on an as-needed basis, determined by the individual needs of students.	**6500SPED** **3310SPED** $75,316 $22,720	

		Specialized service providers are engaged to deliver related services as outlined in students' Individualized Education Programs (IEPs). These services include Occupational Therapy (OT), Speech and Language Therapy, Psychological Services, Assistive Technology, and Counseling.		
2.1.7	Increase Access for Latino 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.	GP $5,000	
2.1.8	Public Transportation Support to Vulnerable Student Populations	AIMS will provide support to its most vulnerable student populations (low-income, homeless, foster care, etc.) by providing public transportation passes (clipper cards). Transportation cost for our NPS students.	70,000	
2.1.9	Establish Enrollment Monitoring Systems	Develop internal capacity to assess student enrollment patterns and trends and develop methodologies for outreach to underrepresented communities. Improve systems for monitoring student movement once they leave AIMS to better understand areas for improvement and student need. Special focus on populations outlined in the MOU include Latino students and students with disabilities. Hire a Director of Enrollment and maintain an Enrollment and Student Data Analyst position to support recruitment and understanding of enrollment patterns.	GP $100,000	

2.2.1	Provide a Safe School Environment	As a part of onboarding, all staff will complete Vector trainings in emergency preparedness, legal compliance, and threat response protocols. All staff will also be certified in CPR. Five staff per site will be trained in de-escalation techniques called Nonviolent Crisis Intervention. 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.	$20,000	
2.2.2	Provide a Safe School Environment and Reduce Suspensions	We will implement a tiered approach to intervention. Tier 1: ● Use of 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. Tiers 2 and 3: ● On-going training for staff, students and families in conflict mediation and positive school culture, and increased training and support for implementing behavior plans of students with IEPs.	$10,000	
2.2.3	Reduce Chronic Absenteeism	Improve our systems for monitoring and reporting student attendance. Introduce new accountability measures for chronically truant and tardy students.	**3010 Title I** $54,788	

		We are staffing a new Community School Manager position who will monitor attendance and the SST process for students experiencing difficulties with attendance, and academics.		
2.2.4	Reduce Midyear Transfers	The Community School Manager will 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.	Included in 2.2.3	
2.2.5	Campus Safety and Security Enhancements	AIMS is committed to strengthening campus safety through a series of enhancements, including the installation of additional security cameras, upgraded security software, and improvements to the digital bell system. An organized and efficient student pick-up and dismissal system will also be implemented to support campus safety. AIMS will ensure full compliance with all school safety protocols and will conduct monthly safety drills as required. Planned safety measures also include the installation of an intercom system at the front desk, the deployment of vaping detection sensors, and the presence of an on-site security officer.	$30,000 + Campus security	
2.2.6	Safe and Secure Facilities	Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. Safety trainings and drills will be conducted for students and staff.	GP $220,000	
2.2.7	GoGuardian	GoGuardian empowers staff with effective tools to create safe and engaging learning for every student. From digital guardrails to student safety support, we'll help you lay the foundation for learning to thrive.	**GP** $6,000	

2.2.8	Counseling for Students and Health Support	Providing individual and group counseling to students as needed. 3 academic counselors spread across both campuses. Additional counseling and health support provided and follows: Health Coordinator (1 position)- Promotes student wellness by managing health services, coordinating care plans, and promoting a safe and healthy school environment. (3 Schools) SEL Counselors (2 positions)- Provide mild to moderate socioemotional guidance, counseling, and support to help promote the holistic well-being of students, particularly with extra care towards student mental health. (3 Schools)	**GP** $140,111 **3010 Title I** $30,729 + SpEd Funding	
2.2.9	Vision and Hearing Screenings	Providing students with vision screenings, eye exams, glasses, and audiology screenings for all students	**7435 LRBG** $4,000	
2.2.10	Health and First Aid Equipment	Provide basic first aid and health supplies.	**6762 Art & Music** $1,920	
2.3.1	AIMS Athletic Department and Clubs	The purpose of the AIMS Athletic Department is to aid in the academic, emotional, mental, and physical development of our scholar-athletes through the promotion of teamwork, leadership, sportsmanship, and organized athletic competition.	**GP** $76,160	
2.3.2	ParentSquare	ParentSquare is an online digital communication tool that combines multiple communication streams (email, text, robocall) into one easy-to-use interface for families and staff. Parent Square also delivers secure documents and provides translation support in Chinese and Spanish languages.	**GP** $2,400	
2.3.3	PowerSchool (SIS)	PowerSchool is the Student Information System that is used to keep track of attendance, gradebook and student demographic information.	**GP** $6,515	

2.3.4	After School & Enrichment/ Extracurricular Programs	AIMS will provide afterschool programs that promote student engagement and support learning recovery for students who have been disproportionately impacted by interrupted learning.	**LREBG** $50,000 **A-G Learning Loss** $34,000	
2.3.5	ESL	Provide English as a Second Language coursework for parents in 16-week series.	**Title III** $3563.92	
2.3.6	SEL Curriculum & Professional Development	CharacterStrong will support school culture and climate	Edu Eff $5,000	
2.3.7	Parent Engagement Events	Supplies and food to support in-person parent events	**3010 Title 1** $3,979	
2.3.8	Student Recognition Events	Monthly and Quarterly events and celebrations to acknowledge student academic achievement, positive behavior, and attendance. These can include the PBIS Store, field trips, and assemblies.	**GP, AMIM** $10,000	
2.3.9	Student Government	SGA The AIMS Student Government Association will provide opportunities for students to take on leadership roles in the school. The SGA will also help support all AIMS Clubs and Organizations in order to promote School / Cultural Events & Assemblies, and Guest Speakers to promote a positive and diverse environment.	$3,000	
2.3.10	Annual Yearbook	The Golden Talon Yearbook AIMS will commit funding to the printing and distribution of The Yearbook, a student yearbook production.	$2,000	
2.3.11	Translation Services	LanguageLine Solutions will be utilized to provide translation and interpretation services during family meetings.	GP $2000 $1000 Title I	
2.3.12	Bridge Program	Teachers and aides for one week long Summer Bridge Program for new students to transition to AIMS	LRBG $10,000	

		Supplies and Curriculum for Summer Bridge Program		

Goal 3: High Performing Organization

Goal #	Description	Type of Goal
3	While not always visible, having strong systems, structures, and processes in place for managing the operational needs of our school is essential to our success. Additionally, due to the MOU with ACOE, there are new demands on our system to establish and maintain monthly, quarterly, and annual processes to gather and report on data and our progress towards the MOU goals. Finally, an area for growth at AIMS is hiring and retaining high-quality, fully-credentialed teachers. In 2025, the AIMS Board voted to increase teacher salaries, making AIMS competitive in Oakland. In addition to raising teacher salaries, we are increasing our efforts to attract and retain high-quality teachers. **High-Performing Organization (Supporting Conditions)** ● Support Effective Governance and Operations ○ Ensure MOU conditions are met through reporting to ACOE (MOU Goal #1) ○ Ensure effective governance and operations (MOU Goal #2) ● Teacher Hiring and Training ○ Ensure teachers are highly qualified (MOU Goal #4) ○ Instruction, Development, and Support (LCAP Goal #2) ● Effective Data and Monitoring Systems ○ Reduce midyear transfers (MOU Goal #9) ○ Ensure quality data for accurate reporting (MOU Goal #10) ○ Measurement of Data (LCAP Goal #3, MOU Goal #10)	Broad and Targeted

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parent Involvement and Family Engagement
Priority 6: School Climate
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The smooth and effective operation of any LEA is the backbone to an organization's success. We have goals specifically referencing our Compliance, Human Resources, and Business Operations to describe our efforts to maintain fiscal solvency and alignment with all state and federal guidelines for operating an educational organization.

Recent trends in governance, safety, and teacher credentialing indicate that these are areas of needed improvement and growth. Specifically, we have set goals to improve our responsiveness to student, staff, and community complaints; to better organize and manage organizational governance through our Board of Directors; and to better attract, train, and place high-quality, fully-credentialed teachers.

Measuring and Reporting Results

Measuring and Reporting Results: Formerly Goal 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome - 2026-27	Current Difference from Baseline
1	AIMS HS: Formal Complaints Received	7	1	TBD	*	-6
2	AIMS HS: Formal Complaints Resolved	7	1	TBD	*	-6
3	AIMS K-12 CPC District: All complaints received	15	7	TBD	*	-8
4	Teacher Credential: Credentialed and Properly Assigned	5 (27.7%)	7 (39%)	TBD	12 (66%)	[Insert current difference from baseline here]

5	Teacher Credential: Mis-assigned, Intern, Out-of-field, ineffective, vacancy	13 (72.3%)	11 (61%)	TBD	6 (34%)	[Insert current difference from baseline here]
6	On-Track to Credential	No data	100%	TBD	100%	0
7	Percent of teachers who participate in professional development and rate the training as having a positive impact on instructional practice	50%		TBD	85%	[Insert current difference from baseline here]
8	Reduce mid year transfers: All Students	35	19	TBD	25	-16
9	Reduce mid year transfer: Students with Disabilities (Not including NPS placement)	6	2	TBD	3	-4
10	CALPADS accuracy	No Data	No Data	97%	97%	
11	Accuracy rate of monthly attendance reporting	86%	86%	TBD	93%	
12	Timely CALPADS Submissions	100%	100%	100%	100%	0

Goal Analysis for [2024-2025]

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

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

During the 2024–25 school year, most planned actions outlined in the LCAP were implemented as intended. However, there were some substantive differences between planned and actual implementation, largely due to shifting funding sources and operational challenges. Several actions were successfully implemented, including:

- ELD supports, such as the ELD Coordinator/Manager, ELD Teacher, ELPAC testing, and ELD materials (Actions 5.1–5.4), which were fully funded and executed as planned.

- Student supervision and support, including a campus supervisor and SEL counselor (Actions 6.3 and 6.7), were consistently maintained, contributing to improved student engagement and safety.

- Attendance and student incentives, such as the Student Events Coordinator and rewards (Actions 6.1, 6.2, 6.4, and 6.5), were implemented with some adjustments to scope based on actual student participation and site-specific needs.

- The Safe and Secure Facilities initiative (Action 4.23) was implemented, though actual expenditures were slightly lower than planned ($300,000 vs. $330,000), as some safety upgrades were funded through other expiring grants and capital improvement funds.

- Attendance incentives and monthly celebrations (Actions 6.1 and 6.2) were under-implemented due to reduced student qualification for rewards and limitations in event scheduling.

Challenges

- Staffing shortages impacted several planned supports, such as intervention services and event execution.
- Shifting funding availability required reallocation of some planned LCFF-funded actions to other temporary or expiring sources.

Successes

- Actions that focused on student support, emotional health, and EL services were fully executed and positively received.
- Flexible use of one-time funds helped maintain continuity of services and address unexpected costs without compromising student support.

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

Several material differences were identified between budgeted and actual expenditures across multiple actions in the 2024–25 LCAP. These variances were primarily due to changes in staffing, program implementation, and timing of expenditures.

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

Overall, the majority of actions implemented during the 2024–25 school year were effective in supporting progress toward the goal of improving academic achievement, school climate, and student well-being. However, there were variations in impact depending on implementation fidelity, staffing, and student engagement levels.

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

For the 2025–2026 LCAP, we merged Goals 2, 3, and 4 into a new, comprehensive Goal 3. This change was informed by our reflection on overlapping priorities related to operational effectiveness, student and staff support, and compliance. The new, consolidated goal better integrates our work across departments and focuses on system-wide accountability and service to students and families.

New Metrics Added:

To strengthen our ability to monitor operational performance and responsiveness to stakeholders, we added the following metrics to the new Goal 3:

1. Formal Complaints Received
2. Formal Complaints Resolved
3. Total Complaints Received – AIMS K–12 CPC District
4. Credentialed and Properly Assigned Teachers
5. Misassigned, Intern, Out-of-Field, Ineffective, and Vacant Positions
6. Teachers On-Track to Credential
7. Mid-Year Transfers – All Students
8. Mid-Year Transfers – Students with Disabilities (excluding NPS placements)
9. CALPADS Data Accuracy
10. Accuracy of Monthly Attendance Reporting
11. Timely CALPADS Submissions

These additions reflect our increased focus on data accuracy, transparency, and service equity, especially as they pertain to staffing, student mobility, and compliance. They also ensure we are capturing both quantitative and qualitative indicators of organizational health and responsiveness.

Rationale for Change:

The decision to merge goals and refine metrics was driven by:

- Redundancy across prior goals that created inefficiencies in monitoring.
- A need to expand monitoring of compliance areas such as credentialing and CALPADS reporting.
- Stakeholder feedback highlighting the importance of tracking complaints, staffing stability, and student transitions, especially for students with disabilities.
- A desire to better align with the district's continuous improvement efforts and Charter authorizer expectations.

Actions

- 3.1: Support Effective Governance and Operations
- 3.2: Teacher Hiring and Training
- 3.3: Effective Data and Monitoring Systems

Action #	Title	Description	Total Funds	Contributing
3.1.1	Meet MOU Deadlines and Reporting Requirements	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.	$0	
3.1.2	Improved Board Governance	Recruit new members for the Board of Directors. Directors engage in a series of trainings to improve governance, communication, and oversight of AIMS.	**GP** $16,000	
3.1.3	Improved Board Communication	Ensure timely and legal communication of board meetings and topics. Run efficient and organized public meetings, supported by an administrative assistant shared with the Superintendent (or Interim Executive Director)	**GP** $25,600	
3.1.4	Complaint Procedures	Use of an ombudsman to ensure there are transparent, timely, and thorough complaint investigations. Information regarding complaint procedures is listed on the AIMS public website and posted in the school.	**GP** $38,400	

3.1.5	Oakland Enrolls / Avela	AIMS has partnered with Oakland Enrolls since its inception in 2016, which empowers Oakland families to make informed choices about their public school options and make the process of selecting and enrolling in a public school easy, efficient, transparent, and equitable.	**GP** $13,000	
3.1.6	IT Services / IT Maintenance	AIMS will contract IT services to help maintain and improve our wireless and technology infrastructure. Staff includes: IT Coordinator and Clerk	**GP** $71,159	
3.1.7	Human Resources and Compliance	Ensure compliance with regulations, hiring, and governance guidelines. Hire a Human Resources Manager to lead the day-to-day operations of the Human Resources department, focusing on employee relations, performance management, onboarding, recruiting, credentialing, policy enforcement, and fostering a positive organizational culture.	**GP** $304,713	
3.1.8	Communications	Manage external communications including website, marketing, social media and recruiting. Positions include: Director of Marketing and Communications and Coordinator of web master and content creator	**GP** $160,215	
3.1.9	Business Services	Oversees budget management, required fiscal reporting, audit, taxes and retirement reporting, and handles payroll and accounts payable functions.	**GP** $352,014	
3.1.10	Student Services and Facilities Operations	Manages enrollment, student health services, and oversees facilities and custodial operations to ensure a safe and supportive school environment.	**GP** $142,565	
3.1.11	CSMC	CSMC provides back-office support, payroll, student data management, and consulting services, particularly for education organizations.	**GP** $125,569	

3.2.1	Ensure teachers are highly qualified.	We've created a credential success plan, including a requirement that all non-credentialed teachers enroll in a program by June 2025. We also provide financial support for tuition, and individualized meetings with staff to develop plans to complete certification, including CLAD and new subject authorizations. Tuition, test prep, and exam fees for educators to align with the Credential Success Plan	**6266 Art & Music** $25,000	
3.2.2	Teacher Induction Support	The school will continue to provide an Induction Program for beginning teachers and interns.	**4035 Title II** $11,000	
3.2.3	Teacher Intern Support	The school will continue to provide an intern support program.	**3010 Title I** $10,000	
3.2.4	Instructor Permit Fees	The school will pay for instructor fees with California Teaching Credential (30-day permit, STSP, PIP)	**4035 Title II** $1000	
3.3.1	Ensure quality data for accurate reporting	Use of a year-round, multi-phase process to ensure CALPADS data accuracy.	N/A included in staff salaries	
3.3.2	NWEA	NWEA is a benchmark assessment program recognized by the state of California. Students will be given 3 summative benchmarks per year. The program produces growth charts and data each quarter.	**7435 LRBG** $19,698	Yes
3.3.3	Nutrition Services	AIMS offers the Universal meal program which allows AIMS K-12 College Prep to provide both a nutritious breakfast, lunch and snack to all students, regardless of their eligibility. 65% of our students are either eligible for free and reduced lunch, AIMS	$150,572	

		offers breakfast, lunch and snack daily.		

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

Total Projected LCFF Supplemental and/or Concentration Grants Projected Additional 15 percent LCFF Concentration Grant
$1,166,929

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.765%	0%	$0	25.765%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Actions	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1	Ensure all subgroups have the curriculum and supplies needed to engage in learning	Most of our students fall under the unduplicated subgroup, and the actions address access to curriculum and supplemental curriculum bridging the learning gap, classroom materials and supplies and testing materials	Access to approved curriculum, CAASPP, Classroom supplies/ science materials, testing supplies and fees
Goal 1, 3	Ensuring students have properly credentialed teachers/ teachers have tools to properly administer instruction	Adequate and properly credentialed campus supports for unduplicated and underserved student groups encompass a comprehensive approach. This includes ensuring all administrative staff, teachers, teacher assistants, intervention aides, instructional coaches, college and career coordinators, substitutes, and support personnel such as induction/inter/permit support are fully staffed and trained. Additionally, provisions for Saturday academic intervention, winter intersession/summer school opportunities, professional development, and sufficient SPED supplies and personnel are essential to meet the diverse needs of these student groups effectively.	The metrics to monitor effectiveness can be achieved by ensuring teachers are appropriately credentialed and assigned, minimizing teacher mis-assignments, and increasing the percentage of teachers participating in professional development that they find positively impacts their instructional practices.
Goal 1, 3	AIMS utilizes data-based educational programs to analyze and assess verifiable data and trains teachers on how to use data to inform instructional practices.	We believe that data-driven instruction is the most effective way to deliver top-notch lessons to students each day. Our goal is to make sure that teachers can look at the data and make informed decisions that have the greatest impact on learning and performance. Teachers will need to know how to look at the data, analyze it, and then plan using it.	Formative assessments in Math and ELA to gauge student proficiency, Unified Insight for school wide data collection and to identify trends, NWEA Benchmark assessments, Illuminate Benchmarks, and Respond EDU used by teachers to create lesson plans and

			academic counselors.
Goal 2	Fostering a positive school culture and climate for students involves prioritizing their voice and choice through engaging parents actively. This includes ensuring access to appropriate health services and interventions, offering sports and clubs to promote teamwork, leadership, and sportsmanship, and effectively communicating with families in their preferred languages to enhance inclusivity.	The initial points of contact for parents upon entering the building oversee community engagement and parent relations. The Health Coordinator manages supplies, while the AthleticDepartment oversees clubs. ParentSquare facilitates communication with families, and PowerSchool provides access for parents and students. The Oakland enrolls/AVELA partnership supports families in navigating public school options, focusing on ease, efficiency, transparency, and equity. A partnership with public transportation ensures vulnerable students receive free clipper cards. SGA, PBIS Rewards, Restorative Justice Training, and after school enrichment programs promote positive behavior and interventions. Go Guardian supports staff in creating a secure digital learning environment and facilitating task-oriented activities. Vision to Learn to provide eye exams and glasses for students who need glasses.	Providing various means of stakeholder engagement through surveys (student, parent, teacher) to inform ways to positively influence school culture and climate.
Goal 2	Chronic Absenteeism:The district will reduce rates of chronic absenteeism and suspension by implementing actions that promote relationships and student connectedness.	California School Dashboard (Dashboard) and local data indicate that low-income students have disproportionately higher rates of chronic absenteeism and suspension than other student groups. High rates of suspension and chronic absenteeism result in decreased access to instructional time/instruction for students. Consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism and suspension rates that	Utilizing a myriad incentives, rewards and celebrations to promote presence and curriculum to engage the student body.

		include approaches to support student engagement	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1– Actions 1.2.1 through 1.2.6	Our English Learner (EL) students are a unique and essential subgroup to be supported via participation in English Language Development (ELD) instruction using Guided Language Acquisition Design (GLAD) for at least 50% of their class time, as related through teacher observation. We anticipate the progression of students will advance their English proficiency by one level or or, as evident by their performance on the Summative ELPAC; students who will successfully transition to Fluent English Proficiency (RFEP) status, and students who will demonstrate proficiency in meeting or exceeding grade-level standards in ELA.	To ensure that these needs are met, action items support ELD coordinator, ELD Teacher, testing expenses and software and licenses. By the conclusion of the academic year, our dedicated focus on English Learners (EL) aims to achieve significant milestones to increase participation in integrated Language Development instruction (ELD), employ GLAD instruction during classroom time with respect to ongoing teacher observation. The goal is for 60% of EL Students to demonstrate measurable progress in their English proficiency and to reach Fluent English Proficiency at the end of the academic year.	Metrics to monitor effectiveness include observation of teaching time with GLAD strategies, measurable EL growth via annual growth data, improvement of rate of reclassification and percentage of ELs to meet and exceed ELA standards.

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

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

Additional Concentration Grant Funding

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

The additional Concentration Grant Add-on funding will be used to increase the number of staff providing direct services to students at schools within our district that serve a high concentration (above 55%) of unduplicated pupils, including foster youth, English learners, and low-income students.

Plan for Use of Funds:

We will allocate these funds to hire and retain staff members who directly support student learning, engagement, and well-being, with an emphasis on those who serve our most vulnerable populations. Specific staffing increases include:

- Intervention Specialists to provide targeted, small-group or 1:1 instruction for students identified as below grade level in literacy and math.
- Community Schools Manager to support early identification and intervention for students with chronic absenteeism, ensuring follow-up and connection to services.
- Expanded After-School and Extended Learning Program Staff, particularly in schools where data shows low academic engagement or achievement gaps.

AIMS Middle SPSA will identify alignment in strategic LCAP goals set below:

- Goal 1: Student Achievement and Academic Outcomes
- Goal 2: School Climate and Student Engagement
- Goal 3: High-Performing Organization (Supporting Conditions)

Additionally the SPSA will outline:

- Student Achievement Goals
- Instructional Strategies supporting student under performing, parent communication engagement, and professional development needs for staff
- Progress Monitoring

- Interventions researched based aligned with AIMS-K12 goals
- Parent Communication & Engagement
- Funding & Resources to reflect estimated cost of strategies and activities outlined in the SPSA in alignment with LCAP
- Collaboration with SSC to ensure collaboration with advisory groups and input for wholistic monitoring of SPSA and concentrated funding
- Identifying Areas for Improvement for monitoring of identifying areas of need, of identifying achievement gaps of student groups and closing achievement gaps to better serve socioeconomically disadvantaged, EL, homeless and foster youth.
-

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

Coversheet

Mold Remediation Proposal

Section: II. Action Items
Item: M. Mold Remediation Proposal
Purpose: Vote
Submitted by:
Related Material:
Executive Summary_ Reactic Restoration.pdf
Facilites manager Board cover letter 06162025.pdf
Reactic Restoration Quote - Mold Remediation Proposal_American Indian Model School- Mold_171 12th St.pdf

Executive Summary: Reactic Restoration - mold remediation estimate

Overview

An anonymous complaint was lodged with Cal-OSHA regarding the presence of mold at the 12th Street campus. Testing revealed mold in the podcast room, and the infected material was removed. Additional testing revealed the presence of mold in the boys' restroom and the adjoining kitchen wall

Scope of Work

Back Room

Assessment: Mold testing indicates a significant mold issue requiring remediation.

- Containment: The area will be contained to prevent mold spores from spreading during the remediation process.

Material Removal:

All affected non-structural materials (baseboards, door trims, ceiling tiles, drywall, tack strips, carpets, pads, vinyl and laminate flooring) will be removed at least 12 inches beyond visible growth or moisture damage.

- Insulation exposed during this process will be discarded and not replaced until after clearance testing.
- Structural materials will remain exposed for verification purposes.

Cleaning Process:

- All surfaces will be cleaned using HEPA vacuuming and treated with an anti-microbial solution.
- Air scrubbers will operate under negative pressure during material removal and cleaning, switching to scrub-only mode for 24-48 hours post-cleaning.
- Air scrubbers will be turned off 24 hours before clearance testing to ensure air quality.

Kitchen

Assessment: Similar to the back room, mold presence has been confirmed.

- Cleaning and Treatment:
- Procedures will mirror those used in the back room, ensuring comprehensive cleaning and treatment of all surfaces.

Restroom

Assessment: Mold test results indicate a mold problem requiring remediation.

Cleaning Process:

- All surfaces will undergo HEPA vacuuming and anti-microbial treatment.
- Air scrubbers will follow the same operational protocol as outlined for the back room and kitchen.

Recommendations

- Clearance Testing: It is highly recommended that clearance testing be conducted before any rebuilding process begins to confirm that all mold has been effectively removed and that the environment is safe for reoccupation.

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

Submitter Information

Full Name: Michael Nixon

Position/Title: Facilities Manager

Department: Facilities

Date of Submission (MM/DD/YYYY): 6/16/2025

Item Details

Title of Item: Reactic Restoration - Mold remediation at 12th Street

Is this item a: ☑ New Submission
☐ Renewal

If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed by:

- ☐ Superintendent
- ☐ Chief Business Officer (CBO) (If budget changes)
- ☐ Director of Compliance (If plan changes)
- ☑ Neither

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☑ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:
This item wil be brought to the finance commitee at the next board meeting.
This is an emergency situation as it impacts staff and student health.

Deadline Information

Is there a submission deadline for this item?

☐ Yes ☑ No

If yes: Please indicate the deadline date (MM/DD/YYYY):

Financial Information (if applicable):

Total Cost: $ 11,490

Is this expenditure included in the annual budget?

☐ Yes ☑ No

Please specify in which plan this expense is indicated:

☐ SPSA ☑ LCAP ☑ Other: LCAP 4.23

REACTIC RESTORATION

React | Recover | Refresh

DIAMOND CERTIFIED®

Independently Rated Highest in Quality

MOLD REMEDIATION PROPOSAL

MAY 15, 2025

AMERICAN INDIAN MODEL SCHOOL- MOLD

171 12th St
Oakland, CA
94607

liel@reactic247.com
5107348722

INSPECTION FINDINGS:

SCOPE OF WORK:

This proposal includes supplying all labor, material and equipment associated with the removal of the following mold-containing materials.

Affected: Bathroom
- - Bathroom area will be contained with a 6-mil plastic sheet and zipper door
- - During the entire process, negative air will be established by installation of air scrubbers. The air scrubber will filter and recycle
the air inside the containment area
- - Dehumidifier will be installed in the room and will be used to dry the contained area
-- Techs will remove all toilets, urinals and stalls from the bathroom area and leave on site.
- - Techs will remove the moisture and mold affected baseboard along the wall of the bathroom.
-- Techs will perform a 2 foot flood cut along the periphery of the moisture and mold affected drywall behind the toilets. Techs will follow moisture and mold back as far as possible.
- - Any mold affected studs/framing found after removal of the drywall will be wire/brushed/sanded
- - Inside the containment area: damp wipe, wire brush, thoroughly dry and HEPA vacuum all interior floor, wall and ceiling area, as well as
door and window frames and trims using a diluted water and antimicrobial solution or comparable cleaning solution designed to neutralize and inhibit microbial growth
- - The air scrubbers and dehumidifiers will run for about 48 hours after finishing sanitation work

Items & Equipment involved with the mold remediation:
Plastic bag for removal of contaminated items
Floor protect to containment area
Equipment set-up, take down & monitoring
HEPA Vacuum
Green product Anti-microbial agent
PPE (hazardous clean-up)Respirator cart
Dump fees
Dehumidifiers
Superior air cleaning/air scrubbers
Remediation & Cleaning Technician

Excluded:

Reconstruction
Permit fees
Cleaning in area’s not mentioned above
3rd Party Clearance Testing

All work will be performed in accordance to institute of inspection, cleaning, and restoration, standard and reference guide for professional mold remediation (IICRC520).

ESTIMATE DETAILS

Description	Qty	Unit price	Line total
Mold Remediation - Mold Remediation_Weekend Hours	1	$11,490.00	$11,490.00

Estimate subtotal	$11,490.00
Total	$11,490.00

NOTE: The estimate assumes no asbestos. A asbestos test will be needed before work begins. Reactic can provide a asbestos test

NOTE: Reactic can provide a free certificate of completion. Third party mold clearance testing is available through REGAS group.

NOTE: The estimate does not include build back of the structure.

NOTE: The estimate assumes no prevailing wage.

TERMS & CONDITIONS

Note: This is a good faith estimate based on what was observable at the time of the inspection.
It is possible that during the demolition, we would find that mold has spread beyond the scope of our work as described above. No guarantee is expressed or implied that all mold conditions have been identified inside the home at this time. As a result, the scope of work may increase.
Customer approval will be required before any additional work is started.

Conditions of the Proposal

The project will be scheduled and worked on a straight time, normal working schedule of eight hours per day, Monday thru Friday, excluding holidays. This proposal is based on private wage rates.
The customer will provide all necessary water and usable electrical power. Heating, ventilating and air-conditioning equipment supplying the work area must be shut off. Parking spaces for one (1) vehicle must be provided near the work area. This proposal is subject to change and may be withdrawn if not accepted within thirty (30) days of this date. Minor damage to walls, ceilings, and floors may occur as a result of containment installation.
This is necessary to insure the integrity of the containment. Every attempt will be made to keep such occurrence to a minimum.
This proposal does not include the cost of any repair, which may be required as a result of our containment installation.

Payment Schedule: 50% at beginning of work, 50% upon completion of the work.

(Assuming no asbestos, Not including reconstruction)

HOME IMPROVEMENT AGREEMENT

HOME IMPROVEMENT AGREEMENT

This Contract ("Contract") is entered into on (date of signature will appear upon signing).

American Indian Model
School- Mold
Date:

1. **Description of the Project and Description of the Significant Materials to be used and Equipment to be Installed**: Reactic will furnish all labor, materials, equipment, supervision, and contract administration to complete the project in a good and workmanlike manner. Customer hereby authorizes and directs Reactic to perform the following: 171 12th St Oakland, CA 94607. Some work may be performed by properly licensed and qualified subcontractors.

2. **Contract Price**: Owner shall pay Contractor the amount shown in this estimate (the "Contract Price") for the work to be performed under this Contract, subject to additions and deductions pursuant to change orders agreed upon in writing by the parties, and subject to "allowances" as provided in this Paragraph 3. Customer acknowledges the fixed Contract Price is a good faith estimate based on an initial visual inspection and may require change orders if the restoration work uncovers additional damage or is subject to delay due to longer drying times that are difficult to predict, or other delays identified in the Additional Terms and Conditions. Equipment is billed on a daily basis so that any portion of a day constitutes a full day's usage.

3. **Start and Completion of Work**: The work to be performed under this contract shall be commenced upon authorization by customer beyond this date (date of signature will appear upon signing). The Project shall be completed by the completion time estimated on page 2 subject to permissible delays as defined in this contract.

American Indian Model
School- Mold
Date:

4. **Finance Charges and Interest**: The Contract Price, Down Payment, and Schedule of Progress Payments do not include finance charges or interest. Balances on invoices unpaid after thirty days are overdue and Customer agrees to pay interest at the rate of 18% per year (1.5% per month) on overdue balances until such balance is paid. All payments will first go to interest and then to the principal.

5. **The Following Attached Documents are Hereby Incorporated by Reference into the Contract**: [X] Additional Terms and Conditions; [X] Direction to Pay; [X] Notice of the Right to Cancel; [X] Sample of Change Order Form

6. **Customer acknowledges receipt of the following disclosures**: [X] CA Mechanic's Lien Law Notice and CSLB Information Sheet. The law requires that the contractor give you a notice explaining your right to cancel.

7. YOU ARE ENTITELED TO A COMPLETLEY FILLED IN COPY OF THIS AGREEMENT, SIGNED BY BOTH YOU AND REACTIC, BEFORE YOU WAORK MAY BE STARTED.

I HAVE READ, UNDERSTAND AND AGREE TO ALL CONTRACTUAL TERMS AND CONDITIONS. [X] I AM THE OWNER OF THE STRUCTURE OR I AM AN AGENT DULY AUTHORIZED TO ENTER INTO THIS AGREEMENT ON BEHALF OF THE OWNER.

ADDITIONAL TERMS AND CONDITIONS
1. Customer's Responsibilities and Site Conditions

a. Utilities: Customer is responsible to supply water, sewer, electrical and other utilities necessary for Reactic to perform its work, unless otherwise agreed to in writing.

b. Access: Customer shall allow and provide Reactic and its equipment access to the property, and provide adequate areas for storage of equipment, materials, and debris. Customer shall obtain permission from the adjacent property(ies) that Reactic must use to gain access to work areas.

c. Security: Customer is responsible to secure and protect all persons and property at the premises at all times. Customer shall take all reasonable steps to secure or remove cash, drugs, jewelry, fragile items, and other valuables from the project area. Customer shall ensure dangerous weapons are fully secured or removed and that no unauthorized persons have access to the premises while the project is in progress. Customer shall indemnify, defend and hold harmless Reactic against all claims arising out of Reactic's failure to do so. Reactic is not responsible for any persons, property, or its contents.

2. Retention of Environmental Consultant: If the property has suffered significant water damage, Customer is advised and agrees to retain an independent environmental consultant, to assess the damage, and if appropriate, provide written remedial protocols. Customer shall indemnify, defend and hold Reactic harmless for injury or damage arising from or related to Customer's failure to hire environmental consultants or design professionals. Reactic shall not be liable for claims caused in whole or part by errors or omissions of environmental consultants or industrial hygienists.

3. Down Payment and Schedule of Progress Payments:

The schedule of progress payments is specifically described on this estimate for each phase of work, including the type and amount of work or services scheduled to be supplied in each phase, along with the amount of each proposed progress payment.

IT IS AGAINST THE LAW FOR A CONTRACTOR TO COLLECT PAYMENT FOR WORK NOT YET COMPLETED, OR FOR MATERIALS NOT YET DELIVERED. HOWEVER, A CONTRACTOR MAY REQUIRE A DOWN PAYMENT. THE DOWN PAYMENT MAY NOT EXCEED $1,000 OR 10 PERCENT OF THE CONTRACT PRICE, WHICHEVER IS LESS.

3% convenience fee for credit card use.

4. Payment: Customer is responsible for having sufficient funds to comply with this agreement. Reactic will issue invoices to Customer which shall be due on receipt of Reactics invoice. Reactic may, in its sole discretion, suspend work during any period in which payment remains past due. In addition to interest charges set forth above, Customer agrees to pay all actual collection costs, including collection agency commissions, expert fees, and actual attorneys fees, regardless of whether legal action was filed. Neither party shall be entitled to recover attorneys' fees in tort actions.

5. Right to Cure: If Customer believes Reactic to be in breach or in default hereunder, Customer shall provide Reactic

with written notice specifying in reasonable detail the nature of such default before altering, repairing, or addressing any condition, or commencing legal action. Reactic will make reasonable efforts to cure the default within 14 days after delivery of the notice (or such additional reasonable time as the circumstances may warrant, not to exceed 30 days, provided Reactic undertakes diligent, good faith efforts to cure the default within such 14-day period and continues such efforts thereafter) Customer will not commence any legal action. If not cured after thirty days, then the Customer giving such notice may exercise the remedies available to him/her/it, subject to the right of the Reactic to contest the alleged default through appropriate proceedings. Customer waives it right, if any, to recover attorney's fees if he/she/it commences a legal action in violation of this paragraph.

6. NOTE ABOUT EXTRA WORK AND CHANGE ORDERS: Extra Work and Change Orders become part of the contract once the order is prepared in writing and signed by the parties prior to the commencement of any work covered by the new change order. The order must describe the scope of the extra work or change, the cost to be added to or subtracted from the contract, and the effect the order will have on the schedule of progress payments. A Change Order is not enforceable against Customer unless the Change Order identifies all of the following in writing prior to commencement of the work covered by the new Change Order: (a) the scope of work encompassed by the Change Order; (b) the amount to be added or subtracted from the Contract; and (c) the effect the Change Order will make in the progress payments or completion date. Customer may not require extra or change order work without written authorization prior to commencement of work covered by the new change order. Reactic's failure to comply with these requirements does not preclude the recovery of compensation for work performed based upon legal or equitable remedies designed to prevent unjust enrichment. Customer agrees to execute Change Orders to increase the price to address conditions not reasonably anticipated by Reactic.

7. Excluded services: Reactic does not identify or repair sources of water intrusion unless expressly agreed in writing and is not responsible for disinfecting coronavirus or removing it from the Property. Customer waives all claims against Reactic for the spread or transmission of such coronavirus, infectious diseases, or other pathogens.

8. Delays: Reactic agrees to start and pursue work through to its completion, but shall not be responsible for delays for and of the following reasons: failure of the issuance of all necessary building permits within a reasonable period of time; acts of neglect or omission by Customer or Customer's employees or agents; acts of God; pandemics; weather delays; strikes, lockouts, boycotts or other labor union activities; extra work ordered by Customer; acts of criminals, riots or civil commotion; inability to secure material through regular recognized channels; imposition of Government priority or allocation of material; failure of Customer to make payments when due; delays caused by inspection or changes ordered by the inspectors of government bodies; acts of independent Reactics; holidays; or other causes beyond this Reactic's reasonable control.

9. Environmental Conditions: Customer acknowledges that: (i) mold, mildew, and similar organisms can grow in almost any moist location, especially where excessively humid or moist conditions exist, (ii) that some forms of these organisms are considered to be toxic or dangerous to human health, (iii) Mold emits airborne spores that may be disbursed through the HVAC system, and (iv) Mold may cause certain individuals to experience allergic reactions or other medical conditions, including respiratory distress and eye irritation, especially to Infants, the elderly, and individuals with respiratory problems or sensitivity
to chemicals. Customer acknowledges and understands that such persons must take extra care to avoid exposure to areas where Reactic is conducting remediation. Customer further acknowledges and understands that mold and bacteria exist naturally in the environment, and Reactic is not attempting or obligated to leave the property "sterile" from naturally existing mold or bacteria in the environment. Customer is warned that during the removal of building materials, both organic and inorganic contaminants (such as lead and asbestos) may be present in the work area in higher-than-normal concentrations, and agrees to stay out of the work area, and hereby releases Reactic from liability for exposure to contaminants.

10. Limited Liability:For valuable consideration and to the maximum extent permitted by applicable law, in either tort

or contract, the maximum aggregate liability of Reactic arising out of, or in connection with this Agreement or the Work, is limited to the available policy limit of Reactic's applicable general liability insurance. Customer, Customer's insurance company(ies), lessees, and invitees further waive all claims, suits, causes of action, losses, and damages, including subrogation claims, against Reactic and its subcontractors, to the extent covered by other insurance.

11. Indemnity: Except for claims arising from Reactic's gross negligence or willful misconduct, Customer agrees indemnify, defend (with Reactic's choice of counsel), and hold harmless Reactic against any and all claims or liabilities, including judgments, attorney's fees, expert's fees, and costs, arising in whole or part, from: (a) conditions that pre-existed the specific loss or event being addressed by this contract, (b) the refusal to allow Reactic to perform procedures it recommends; (d) the loss or disappearance of personal property; (e) the presence of mold, bacteria, fungal damage, structural damage, indoor air
quality containment, asbestos, lead, environmental illnesses (including allergies), and injury resulting therefrom; and (f) damage or other harm to finishes resulting from the process of erecting containment.

12. Limited Warranty: Reactic warrants that all work performed by Reactic and its sub-contractors shall be done in a good and workmanlike manner in accordance with accepted trade practices. Said warranty shall extend for one-year from the date of substantial completion of Reactic's work, except that there is no warranty of any kind covering drain cleaning. The warranties for equipment, assemblies, appliances and the like, shall be those warranties provided by the manufacturer or supplier of that item rather than based on Reactic's warranty. Reactic shall gather and provide to Customer all such manufacturer's warranties for any products it provides. This limited express warranty is the only warranty provided by Reactic to Customer and is provided in lieu of all other warranties which may be available, either expressed or implied. Customer shall notify Reactic within forty-eight (48) hours of discovery of any warranty claim. Reactic shall respond to warranty calls with reasonable promptness, but only during its normal working hours, unless otherwise agreed to in writing. Failure of Owner to notify Reactic as set forth herein shall void any warranties afforded herein. Reactic shall not be liable for water or other damage relating to any defect or delay in responding to said warranty. Reactic shall not be liable for any lost profits, incidental, special, exemplary, indirect or consequential damages resulting from any work performed, or any problem, whether or not covered by this limited warranty. No warranties shall apply if Reactic is not paid in full for all of the work it performed.

13. Partial Lien Releases: Upon satisfactory payment being made for any portion of the work performed, Contractor shall, prior to any further payment being made, furnish to Customer a full and unconditional release from any lien, claim or mechanic's lien authorized by Civ. Code sections 8400 and 8404 for the portion of the work for which payment has been made.

14. Attorney's Fees: Except as otherwise provided herein, in the event that there is any litigation or an arbitration arising out of this agreement, then the prevailing party shall be entitled to its reasonable attorney's fees and costs.

15. Commercial General Liability Insurance (CGL): Reactic carries commercial general liability insurance written by Vista Int'l Ins. Broker. You may call Alicyn Nalducci at(707) 796-7180 to inquire about Reactic's insurance coverage.

16. Workers Compensation Insurance: Reactic carries workers' compensation insurance for all employees.

CUSTOMER HAS READ, UNDERSTANDS AND AGREES TO THE ADDITIONAL TERMS AND CONDITIONS.

CA MECHANIC'S LIEN LAW AND CSLB INFORMATION SHEET FOR HOME IMPROVEMENT CUSTOMERS
The State of California requires us to provide you with this information in the interest of your protection.

MECHANICS LIEN WARNING
Anyone who helps improve your property, but who is not paid, may record what is called a mechanics lien on your property. A mechanics lien is a claim, like a mortgage or home equity loan, made against your property and recorded with the county recorder. Even if you pay your contractor in full, unpaid subcontractors, suppliers, and laborers who helped to improve your property may record mechanics liens and sue you in court to foreclose the lien. If a court finds the lien is valid, you could be forced to pay twice or have a court officer sell your home to pay the lien. Liens can also affect your credit. To preserve their right to record a lien, each subcontractor and material supplier must provide you with a document called a 'Preliminary Notice'. This notice is not a lien. The purpose of the notice is to let you know that the person who sends you the notice has the right to record a lien on your property if he or she is not paid.
BE CAREFUL. The Preliminary Notice can be sent up to 20 days after the subcontractor starts work or the supplier provides material. This can be a big problem if you pay your contractor before you have received the Preliminary Notices. You will not get Preliminary Notices from your prime contractor or from laborers who work on your project. The law assumes that you already know they are improving your property.
PROTECT YOURSELF FROM LIENS. You can protect yourself from liens by getting a list from your contractor of all the subcontractors and material suppliers that work on your project. Find out from your contractor when these subcontractors started work and when these suppliers delivered goods or materials. Then wait 20 days, paying attention to the Preliminary Notices you receive.
PAY WITH JOINT CHECKS. One way to protect yourself is to pay with a joint check. When your contractor tells you it is time to pay for the work of a subcontractor or supplier who has provided you with a Preliminary Notice, write a joint check payable to both the contractor and the subcontractor or material supplier. For other ways to prevent liens, visit CSLB Web site at www.cslb.ca.gov or call CSLB at 800- 321-CSLB (2752).
REMEMBER, IF YOU DO NOTHING, YOU RISK HAVING A LIEN PLACED ON YOUR HOME. This can mean that you may have to pay twice, or face the forced sale of your home to pay what you owe.

INFORMATION ABOUT THE CONTRACTORS' STATE LICENSE BOARD (CSLB)
CSLB is the state consumer protection agency that licenses and regulates construction contractors. Contact CSLB for information about the licensed contractor you are considering, including information about disclosable complaints, disciplinary actions and civil judgments that are reported to CSLB. Use only licensed contractors. If you file a complaint against a licensed contractor within the legal deadline (usually four years), CSLB has authority to investigate the complaint. If you use an unlicensed contractor, CSLB may not be able to help you resolve your complaint. Your only remedy may be in civil court, and you may be liable for damages arising out of any injuries to the unlicensed contractor or the unlicensed contractors employees. For more information: Visit CSLB Web site at https://www.cslb.ca.gov/ or call CSLB at 800-321-CSLB (2752) or write CSLB at P.O. Box 26000, Sacramento, CA 95826.

THREE-DAY RIGHT TO CANCEL

Date of Contract:

____
American Indian Model School- Mold
Date:

You, the buyer, have the right to cancel this contract within three business days. You may cancel by e- mailing, mailing, faxing, or delivering a written notice to the Contractor at the Contractor's place of business by midnight of the third business day after you received a signed and dated copy of the contract that includes this notice. Include your name, your address, and the date you received the signed copy of the contract and this notice.

If you cancel, the Contractor must return to you anything you paid within 10 days of receiving the notice of cancellation. For your part, you must make available to the Contractor at your residence, in substantially as good condition as you received them, goods delivered to you under this contact or sale. Or, you may, if you wish, comply with the Contractor's instructions on how to return the goods at the Contractor's expense and risk. If you do not make the goods available to the Contractor and the Contractor does not pick them up within 20 days of the date of your notice of cancellation, you may keep them without any further obligation. If you fail to make the goods available to the Contractor, or if you agree to return the goods to the Contractor and fail to do so, then you remain liable for performance of all obligations under the contract.

OWNER'S ACKNOWLEDGMENT OF RECEIPT OF THIS THREE-DAY RIGHT TO CANCEL

By:

____
American Indian Model School- Mold
Date:

To cancel this transaction, mail or deliver a signed and dated copy of this cancellation notice, or any other written notice, or send a telegram to: REATIC RESTORATION, 1711 Barrett Avenue, Richmond, California 94801-2825, Email: service@reactic247.com no later than midnight of ______________________________________ (three days after the date of receipt of this Three- Day Notice of Cancellation, above).

Waiver of Right to Cancel
I, the Customer, hereby certify and affirm that this contract is executed in connection with making of emergency or immediately necessary repairs that are necessary for the immediate protection of persons or real or personal property. I hereby state that the following emergency situation exists, requiring immediate attention:

____
____

Pursuant to Section 1689.13 of the California Civil Code, I acknowledge and hereby WAIVE all rights to cancel this sale (agreement) within three days. If I cancel the contract, 911 Remediation, LLC will be entitled to payment (at contract prices) for the services performed up to the time of cancellation.

Print Customer Name: ____
Address: ____
City: _______________________________ State: ____________ Zip:_________________
Signature: ___________________________ Date: _______________________________

NOTICE OF CANCELLATION - OWNER COPY

Date of Contract:

____
American Indian Model School- Mold
Date:

You may cancel this transaction, without any penalty or obligation, within three business days from the above date.

If you cancel, any property traded in, any payments made by you under the contract or sale, and any negotiable instrument executed by you will be returned within 10 days following receipt by the seller of your cancellation notice, and any security interest arising out of the transaction will be canceled.

If you cancel, you must make available to the seller at your residence, in substantially as good condition as you received them, any goods delivered to you under this contact or sale or you may, if you wish, comply with the instructions of the seller regarding the return shipment of the goods at the seller's expense and risk.

If you do make the goods available to the seller and the seller does not pick them up within 20 days of the date of your notice of cancellation, you may retain or dispose of the goods without any further obligation. If you fail to make the goods available to the seller, or if you agree to return the goods to the seller and fail to do so, then you remain liable for performance of all obligations under the contract.

OWNER'S ACKNOWLEDGMENT OF RECEIPT OF THIS THREE-DAY RIGHT TO CANCEL
By: American Indian Model School- Mold

____
American Indian Model School- Mold
Date:

To cancel this transaction, mail or deliver a signed and dated copy of this cancellation notice, or any other written notice, or send a telegram to:

REATIC RESTORATION.
1711 Barrett Avenue,
Richmond, California 94801-2825
Email: service@reactic247.com

no later than midnight of ____________________________ (three days after the date of receipt of this Three-Day Notice of Cancellation, above).

I HEREBY CANCEL THIS TRANSACTION.
By:____
Print name:____
Address: ____
Date:____

NOTICE OF CANCELLATION - RETURN COPY

Date of Contract:

____
American Indian Model
School- Mold
Date:

You may cancel this transaction, without any penalty or obligation, within three business days from the above date.

If you cancel, any property traded in, any payments made by you under the contract or sale, and any negotiable instrument executed by you will be returned within 10 days following receipt by the seller of your cancellation notice, and any security interest arising out of the transaction will be canceled.

If you cancel, you must make available to the seller at your residence, in substantially as good condition as you received them, any goods delivered to you under this contact or sale or you may, if you wish, comply with the instructions of the seller regarding the return shipment of the goods at the seller's
expense and risk.

If you do make the goods available to the seller and the seller does not pick them up within 20 days of the date of your notice of cancellation, you may retain or dispose of the goods without any further obligation. If you fail to make the goods available to the seller, or if you agree to return the goods to the seller and fail to do so, then you remain liable for performance of all obligations under the contract.

OWNER'S ACKNOWLEDGMENT OF RECEIPT OF THIS THREE-DAY RIGHT TO CANCEL
By: American Indian Model School- Mold

____
American Indian Model
School- Mold
Date:

To cancel this transaction, mail or deliver a signed and dated copy of this cancellation notice, or any other written notice, or send a telegram to:

REATIC RESTORATION
1711 Barrett Avenue
Richmond, California 94801-2825
Email: service@reactic247.com

no later than midnight of ____________________________ (three days after the date of receipt of this Three-Day Notice of Cancellation, above).

I HEREBY CANCEL THIS TRANSACTION.
By:____
Print name:____
Address:____
Date:____

CHANGE ORDER:

Customer requests and authorizes the changes in the work specified below.
Description of Changes in Work, Materials, and/or Equipment Installed:

Change in Contract Price:

Original contract price:

Net change from previously authorized Change Orders:

Contract price before this Change Order:

This Change Order: _____ Increases _____ Decreases the cost of the work by:

Total Revised Contract Price:

1. **Progress Payments**: Changes, if any, in progress payments: _____ None; _____ As follows:
2. **Completion**: As a result of the changes described above, the approximate days for substantial completion of the Work is hereby modified as follows (if applicable):
3. **Note About Extra Work and Change Orders:** Extra Work and Change Orders become part of the contract once the order is prepared in writing and signed by the parties prior to the commencement of any work covered by the new change order. The order must describe the scope of the extra work or change, the cost to be added or subtracted from the contract, and the effect the order will have on the schedule of any progress payments.
4. **Terms**: This Change Order supersedes any contrary terms and provisions in prior agreements. All other applicable terms and conditions of the written agreements between the parties shall be unaltered by this Change Order and shall remain in full force and effect.

Copies to: _____ Owner; _____ Adjuster; _____ Contractor; _____ Architect; _____ Engineer.

HAVE READ THIS CHANGE ORDER AND I UNDERSTAND IT. I ALSO UNDERSTAND I AM ENTITLED TO A COMPLETELY FILLED-IN COPY OF THIS CHANGE ORDER, SIGNED BY ME AND THE CONTRACTOR, BEFORE THE CHANGE ORDER WORK MAY BE STARTED.

Signature:___________________________________ Date:___________________________________

Coversheet

ConApp and Title Funding Board Resolution of Acceptance of Funding

Section:	II. Action Items
Item:	N. ConApp and Title Funding Board Resolution of Acceptance of Funding
Purpose:	Vote
Submitted by:	
Related Material:	CONAPP FY25-26 AIMS HS Application.xlsx CONAPP FY25-26 AIPCS Application.xlsx Cover Letter - ConApp (Consolidated Application).pdf CONAPP FY25-26 AIPCS II Application.xlsx Title Funding Resolution FY25-26 - AIMS Board Submission.pdf

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

CONAPP FY25-26 AIMS HS Application.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

CONAPP FY25-26 AIPCS Application.xlsx

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

Submitter Information

Full Name: Tiffany Tung

Position/Title: Program Compliance Director

Department: Program Compliance

Date of Submission (MM/DD/YYYY): 6/16/2025

Item Details

Title of Item: ConnApp (Consolidated Application)

Is this item a: ☑ New Submission

☐ Renewal

If Renewal: Please summarize any changes from the previous submission:
Action Item: Approval for the board in pursuit of the federal 2025-2026 Title I, II, III, and IV funding via the Consolidated Application.

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:
Action Item: Approval for the board in pursuit of the federal 2025-2026 Title I, II, III, and IV funding via the Consolidated Application.

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): July 1, 2025

Financial Information (if applicable):

Total Cost: $

Is this expenditure included in the annual budget?

☐ Yes ☐ No

Please specify in which plan this expense is indicated:

☐ SPSA ☐ LCAP ☐ Other:

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

CONAPP FY25-26 AIPCS II Application.xlsx

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

Submitter Information

Full Name: Tiffany Tung

Position/Title: Program Compliance Director

Department: Program Compliance

Date of Submission (MM/DD/YYYY): 6/16/2025

Item Details

Title of Item: AIMS 2025-2026 Title Funding Resolution

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:
Action Item for approval at regular board meeting on June 16, 2025

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): July 1, 2025

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

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

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

www.AIMSK12.org

AIMS School Board Resolution

2025-2026 Title Funding Resolution for AIPCS II

Title I federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on State academic achievement standards and academic assessments.

Title II federal program that increases student academic achievement through strategies such as improving teacher and principal quality. **Title II, Part A,** Supporting Effective Instruction is a federal categorical program contained in the Consolidated Application. The purpose of Title II, Part A is to Provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders which includes: Increased student achievement consistent with the challenging state academic standards; Improve the quality and effectiveness of teachers, principals, and other school leaders; Increased the number of teachers, principals, and other leaders who are effective in improving student academic achievement in schools; and Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III English Learner (EL) funds will be used to improve the education of English learners by assisting children to learn English and meet the challenging State academic standards, as described in 20 United States Code (U.S.C.) 6825(a) of federal statute.

Title IV, Part A of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA) is a federal categorical program contained in the Consolidated Application. These funds are intended to increase the capacity of local educational agencies (LEAs) to meet the goals of the ESSA by providing all students with access to a well-rounded education, improving school conditions for student learning, and improving use of technology in order to improve the academic achievement and digital literacy of all students.

Action: The board approves the pursuit of federal 2025-26 Title I, II, III, and IV funding via the Consolidated Application.

AIMS School Board Resolution

2025-2026 Title Funding Resolution for AIMS K-12 MIDDLE

The board approves the pursuit of federal 2025-26 Title I, II, III, and IV funding via the Consolidated Application

Title I federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on State academic achievement standards and academic assessments.

Title II federal program that increases student academic achievement through strategies such as improving teacher and principal quality. **Title II, Part A,** Supporting Effective Instruction is a federal categorical program contained in the Consolidated Application. The purpose of Title II, Part A is to Provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders which includes: Increased student achievement consistent with the challenging state academic standards; Improve the quality and effectiveness of teachers, principals, and other school leaders; Increased the number of teachers, principals, and other leaders who are effective in improving student academic achievement in schools; and Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III English Learner (EL) funds will be used to improve the education of English learners by assisting children to learn English and meet the challenging State academic standards, as described in 20 United States Code (U.S.C.) 6825(a) of federal statute.

Title IV, Part A of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA) is a federal categorical program contained in the Consolidated Application. These funds are intended to increase the capacity of local educational agencies (LEAs) to meet the goals of the ESSA by providing all students with access to a well-rounded education, improving school conditions for student learning, and improving use of technology in order to improve the academic achievement and digital literacy of all students.

Action: The board approves the pursuit of federal 2025-26 Title I, II, III, and IV funding via the Consolidated Application.

AIMS School Board Resolution

2025-2026 Title Funding Resolution for AIMS K-12 High School

The board approves the pursuit of federal 2025-26 Title I, II, III, and IV funding via the Consolidated Application

Title I federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on State academic achievement standards and academic assessments.

Title II federal program that increases student academic achievement through strategies such as improving teacher and principal quality. **Title II, Part A,** Supporting Effective Instruction is a federal categorical program contained in the Consolidated Application. The purpose of Title II, Part A is to Provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders which includes: Increased student achievement consistent with the challenging state academic standards; Improve the quality and effectiveness of teachers, principals, and other school leaders; Increased the number of teachers, principals, and other leaders who are effective in improving student academic achievement in schools; and Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III English Learner (EL) funds will be used to improve the education of English learners by assisting children to learn English and meet the challenging State academic standards, as described in 20 United States Code (U.S.C.) 6825(a) of federal statute.

Title IV, Part A of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA) is a federal categorical program contained in the Consolidated Application. These funds are intended to increase the capacity of local educational agencies (LEAs) to meet the goals of the ESSA by providing all students with access to a well-rounded education, improving school conditions for student learning, and improving use of technology in order to improve the academic achievement and digital literacy of all students.

Action: The board approves the pursuit of federal 2025-26 Title I, II, III, and IV funding via the Consolidated Application.

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Coversheet

Protected Prayer Resolutions FY25-26

Section:	II. Action Items
Item:	O. Protected Prayer Resolutions FY25-26
Purpose:	Vote
Submitted by:	
Related Material:	Protected Prayer Resolutions FY25-26 - AIMS Board Submission.pdf

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

Submitter Information

Full Name: Tiffany Tung

Position/Title: Program Compliance Director

Department: Program Compliance

Date of Submission (MM/DD/YYYY): 6/16/2025

Item Details

Title of Item: AIMS 2025-2026 Protected Prayer Resolution

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:
Action Item for approval at regular board meeting on June 16, 2025

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): July 1, 2025

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

American Indian Public Charter School II (K-8)
171 12th St | Oakland | CA 94607
E elementary@aimsk12.org
T 510-893-8701
F 510-893-0345

AIMS College Prep Middle School
171 12th St | Oakland | CA 94607
E middleschool@aimsk12.org
T 510-893-8701
F 510-893-0345

AIMS College Prep High School
746 Grand Ave | Oakland | CA 94610
E highschool@aimsk12.org
T 510-220-5044
F 510-519-5549

www.AIMSK12.org

AIMS School Board Resolution

2025-2026 Protected Prayer Resolution for **AIMS K-12 MIDDLE**

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the **AIMS K-12 MIDDLE SCHOOL** LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

AIMS School Board Resolution Dated 16th of June, 2025

Director Dr. Jamie Colly, President AIMS School Board

Director Kimi Kean, Vice President AIMS School Board

Ahsjanae Hutchings, Board Secretary AIMS School Board

Director Stephen Leung, Treasurer AIMS School Board

Director Dr. Megan Sweet, AIMS School Board

Director Jumoke Hinton, AIMS School Board

Director Christopher Edington, AIMS School Board

AIMS School Board Resolution

2024-2025 Protected Prayer Resolution for **AIPCS II**

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the **AIPCS II** LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

AIMS School Board Resolution Dated 16th of June, 2025

Director Dr. Jamie Colly, President AIMS School Board

Director Kimi Kean, Vice President AIMS School Board

Ahsjanae Hutchings, Board Secretary AIMS School Board

Director Stephen Leung, Treasurer AIMS School Board

Director Dr. Megan Sweet, AIMS School Board

Director Jumoke Hinton, AIMS School Board

Director Christopher Edington, AIMS School Board

AIMS School Board Resolution

2024-2025 Protected Prayer Resolution for **AIMS K-12 High School**

IT IS RESOLVED BY THE AIMS BOARD OF DIRECTORS that the **AIMS K-12 High School** HIGH LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

AIMS School Board Resolution Dated 16th of June, 2025

Director Dr. Jamie Colly, President AIMS School Board

Director Kimi Kean, Vice President AIMS School Board

Ahsjanae Hutchings, Board Secretary AIMS School Board

Director Stephen Leung, Treasurer AIMS School Board

Director Dr. Megan Sweet, AIMS School Board

Director Jumoke Hinton, AIMS School Board

Director Christopher Edington, AIMS School Board