AIMS K-12 College Prep Charter District

Regular Board Meeting

Date and Time

Tuesday May 19, 2026 at 5:00 PM PDT

Location

171 12th Street, Oakland, CA 94607

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

https://us05web.zoom.us/j/4853268122?pwd=Mk9yUUdzRFdkVzBFMzlQeVVDUFIrUT09
Meeting ID: 485 326 8122
Passcode: rcjFZ5

Click here to Submit Public Comment - https://bit.ly/aimsboardcomment

AIMS is committed to ensuring accessible participation for individuals with disabilities. Disability-related modificat ions or accommodations needed to take part in this meeting may be requested by contacting **Suzen Chu** at **510-390-1624** at least 24 hours in advance, if possible, so appropriate arrangements can be made.

The meeting agenda will be posted at least 72 hours prior to the scheduled meeting time.

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171 12th Street, Oakland, CA 94607

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

Join Zoom Meeting
https://us06web.zoom.us/j/87594605508?pwd=7SSXWXx9FN7mP2gIp1YbkkoWRshdkQ.1

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

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

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Abigail Genova has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Abigail at (510) 220-1730 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

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

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
A.	Call the Meeting to Order		Kimi Kean	
B.	Record Attendance		Abigail Genova	1 m
C.	Adopt Agenda	Vote	Kimi Kean	1 m
D.	Public Comment on Action Items	Discuss	Kimi Kean	10 m

Public comment on agenda items is set aside for members of the public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond to or take action in response to public comment, except that the Board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and the total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**

		Purpose	Presenter	Time
E.	Public Comment on Non-Action Items	Discuss	Kimi Kean	10 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. Consent Agenda — 5:22 PM

A.	Approve Minutes	Approve Minutes	Kimi Kean	1 m

Approve minutes for Regular Board Meeting on April 22, 2026

III. Reports — 5:23 PM

A.	Board Report	FYI	Tiffany Lacsado	5 m
B.	Executive Director's Report	FYI	Marco Menendez	10 m
C.	Complaints Update	FYI	Jimmie Brown	5 m

- Trends and summary of Internal Complaints Tracking Log Report

IV. Action Items — 5:43 PM

A.	Employee Value Proposition Resolution	Vote	Marco Menendez	5 m
B.	Facilities Solutions Exploration Resolution	Vote	Marco Menendez	5 m
C.	Handbook Updates	Vote	Abigail Genova	5 m

- Blackout Days
- Consensual Relationship Policy

D.	High School Instructional Materials	Vote	Julia Li	5 m
E.	Board Policy Proposal - Limiting Assistance with Immigration Enforcement at School Sites	Vote	Adria Banihashemi	5 m

Assembly Bill (AB) 49 reflects California's commitment to ensuring that all students—regardless of immigration status—can access safe and welcoming school environments. As part of this effort, all local educational agencies (LEAs) are required

		Purpose	Presenter	Time
	to adopt an updated immigration enforcement policy and submit the board-approved policy to the California Department of Education (CDE) upon request.			
F.	Declaration of Need for Fully Qualified Educators	Vote	Jimmie Brown	5 m

V. Non-Action Items — 6:13 PM

A.	Enrollment Plan & Student Recruitment Update Manager of Enrollment - Cennie Valeri https://canva.link/4sbnavqqxlh3oir	FYI		5 m
B.	SPED Assessment Update	FYI	Angel Peacock	10 m
C.	WestEd Report (ACOE MOU Partner) Christine Han	FYI		5 m
D.	ASES Budget Update Manager of Extended Day Programs : Nathan Bernhard-Beckham	FYI		5 m
E.	LCAP Public Hearing Head of K-8 : Jonathan Winn Head of High School: Julia Li Director of Teaching & Learning : Dr. St. Roseman		Jonathan Winn	15 m
F.	Budget Public Hearing		Marco Menendez	10 m

VI. Closed Session — 7:03 PM

Safe Harbor Agenda for Closed Sessions (4843-4002-2251.v1)

A.	Public Comment on Closed Session Items 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).**	Discuss	Kimi Kean	10 m
B.	Legal Matters – Pre-litigation Update	Discuss	Marco Menendez	5 m

		Purpose	Presenter	Time
	Pursuant to Section 54956.9			
C.	Public Employment		Tiffany Lacsado	
	Pursuant to Section 54957			
D.	Report Out of Closed Session	FYI	Kimi Kean	

VII. Closing Items — 7:18 PM

A.	Adjourn Meeting		Kimi Kean	
B.	Accessibility Notice	FYI	Abigail Genova	

AIMS is committed to ensuring accessible participation for individuals with disabilities. Disability-related modifications or accommodations needed to take part in this meeting may be requested by contacting Abigail Genova at **510-220-1730** at least 24 hours in advance, if possible, so appropriate arrangements can be made.

C.	Agenda Posting Notification	FYI	Abigail Genova	

I, Abigail Genova, hereby certify that the agenda for the May 19, 2026 Board Meeting was published on the AIMS website, www.aimsk12.org, on May 16, 2026.

Coversheet

Approve Minutes

Section: II. Consent Agenda
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on April 22, 2026

APPROVED

AIMS K-12 College Prep Charter District

Minutes

Regular Board Meeting

Date and Time
Wednesday April 22, 2026 at 5:00 PM

Location
171 12th Street, Oakland, CA 94607

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

https://us05web.zoom.us/j/4853268122?pwd=Mk9yUUdzRFdkVzBFMzlQeVVDUFIrUT09
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Click here to Submit Public Comment - https://bit.ly/aimsboardcomment

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+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:
https://docs.google.com/forms/d/e/1FAIpQLScK0rD4rkfpiHrMyGtxnKaPECne4SfCG-5ezqD3xUALg0OTAQ/viewform?usp=sharing

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Directors Present
K. Kean, M. Menendez, S. Leung, T. Lacsado

Directors Absent
J. Hinton, M. Sweet

Guests Present
A. Banihashemi (remote), A. Genova, A. Lee, A. Peacock, C. Jordan (remote), J. Brown, J. Li, J. Winn, cennie.valeri@aimsk12.org, irene.strosemen@aimsk12.org, osondu.harambe@aimsk12.org, peyton.pierce@aimsk12.org (remote)

I. Opening Items

A. Call the Meeting to Order

K. Kean called a meeting of the board of directors of AIMS K-12 College Prep Charter District to order on Wednesday Apr 22, 2026 at 5:46 PM.

B. Record Attendance

C. Adoption of Agenda

T. Lacsado made a motion to Adopt the agenda.
S. Leung seconded the motion.
The board **VOTED** to approve the motion.

D. Public Comment on Agenda Items

No public comment on agenda items

E. Public Comment on Non-Agenda Items

No public comment on non-agenda items

II. Consent Agenda

A. Approve Minutes

T. Lacsado made a motion to approve the minutes from Regular Board Meeting on 03-03-26.
S. Leung seconded the motion.
The board **VOTED** to approve the motion.

B. Approve Minutes

T. Lacsado made a motion to approve the minutes from Regular Board Meeting on 03-17-26.
S. Leung seconded the motion.
The board **VOTED** to approve the motion.

III. Reports

A. Board Report

Director Leung will term out. Director Kean has interviewed with new nominee.

B. Executive Director's Report

Update on professional development days; upcoming exhibit of data findings
MOU update with ACOE
AIMS way plan - LCAP status on track
Enrollment projections - initial picture: K-8 & High School remain the same; Middle School decrease; overall currently over 1,000 projected to decline by 50 students next year - will impact budget & resources
SPED - still in audit with Seneca; wrapping up next week then findings

C. Complaints Update

No complaints for April

District wide complaint and ACOE

Average is down from last year

IV. Action Items

A. Parent & Student Board Member Roles

S. Leung made a motion to Parent & Student board member roles & responsibilities.
T. Lacsado seconded the motion.
Represent the 'voice' in discussion on agenda items but not voters
Will not participate in closed sessions
Selected by constituency
Vetting piece with a board member
The board **VOTED** to approve the motion.

B. 2026-2027 School Calendar

K. Kean made a motion to Approve the 2026-2027 Calendar.
T. Lacsado seconded the motion.
The board **VOTED** to approve the motion.

C. COLA Salary Adjustments

K. Kean made a motion to 2% increase.
T. Lacsado seconded the motion.
Comparative to other schools and overtime
Need to revisit and dive deeper into benefits to retain and recruit new educators
What is the strategic plan for recruiting and retaining students?
Total ADA vs # of teachers
Pay only - not overall impact
Timeline challenges - lowest possible increase asap; later increase analysis
2025 vs 2026 healthcare very little changes; will healthcare charges increase in 2027?
More financial scenarios
The board **VOTED** to approve the motion.

D. 2026-2027 ELOP: Plan, Budget, Calendar

K. Kean made a motion to approve 2026-2027 ELOP: plan, budget and calendar.
T. Lacsado seconded the motion.
The board **VOTED** to approve the motion.

E. End of Board Term

K. Kean made a motion to End board term of Director Hinton.

T. Lacsado seconded the motion.
Jumoke Hinton end of board term
Appreciation Send-off
The board **VOTED** to approve the motion.

F. AIPCS II & AIMS Middle School Merger

T. Lacsado made a motion to AIPCS II & AIMS Middle School Merger.
S. Leung seconded the motion.
Both schools: serve same community, share resources, one administration and educational team; different authorizers - more resources

Unification/merger of two schools

No change: student population, schedules, staff
Change: how we report to the state and account systems

Material revision to unify schools under AIPCS II
ACOE & OUSD guidance and encouragement

No more renewal for Middle School - focus renewal efforts on High School
The board **VOTED** to approve the motion.

V. Non-Action Items

A. Board & Cabinet Budget Planning Launch

Budget Process/Timeline
- continuous process
- multi-step collaboration

Key Factors
- strategic goal alignment
- personnel costs
- actual costs
- revenue projections
- enrollment projections
- facilities maintenance
- data-informed decision making

Budget Process Best Practices:
- Step 1: Department budgets
- Step 2: Director of Finance combines program budgets into an LEA budget plan for each school and for Central office

Projected FY25-26 Expenditures

Expenditures by Department:
- Second interims
- Department expenditures as of 2/28

Projected Salaries:
- Salaries are 1.02% of projected 25-26 salaries

Modeling out expense increases on personnel

VI. Closed Session:

A. Public Comment on Closed Session Items

No public comment on closed session items.

Director Kean called for Closed Session at 8:14 PM

B. Legal Matters - Pre-litigation Update

Pursuant to Section 54956.9

C. Public Employees: Discipline/Dismissals/Release

Pursuant to Section 54957

D. Legal Matters - Pre-litigation Update

Pursuant to Section 54956.9

E. Report Out of Closed Session

Director Kean reported out of Closed Session at 8:38 PM

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:38 PM.

Respectfully Submitted,
K. Kean

B. Accessibility Notice

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may be requested by contacting Abigail Genova at **510-220-1730** at least 24 hours in advance, if possible, so appropriate arrangements can be made.

C. Agenda Posting Certification

Coversheet

Executive Director's Report

Section: III. Reports
Item: B. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: AIMS Executive Director Memo for Board Meeting – 5-19-2026.pdf

Executive Director Memo for AIMS Board Meeting 5-19-2026

Dear Board Colleagues,

As we move deeper into the spring semester, our work continues to reflect increasing alignment, stability, and momentum across the district. The past several months have required tremendous resilience, collaboration, and adaptability from our students, staff, leaders, and families. While significant work still lies ahead, there is growing evidence that the systems, structures, and culture we have been intentionally building together are beginning to yield meaningful and measurable results.

MOU & LCAP Compliance

Our work related to both the MOU and LCAP continues to demonstrate strong organizational alignment and collaborative planning. Through an inclusive process involving staff, families, leadership teams, and stakeholder input, each school site has now completed draft versions of their LCAP plans for the upcoming cycle. These plans reflect a growing coherence between instructional priorities, operational systems, student support structures, and measurable outcomes. Our Heads of School will provide additional detail regarding the LCAP priorities and stakeholder engagement process later in the agenda.

At the same time, AIMS remains in good standing with the MOU and continues to maintain strong collaborative communication with both ACOE and WestEd. We are fully prepared to present our formal MOU Progress Report to the ACOE Board later this month alongside the proposed Material Revision related to the merger of the K–8 and Middle School programs. Together, these efforts reflect not only compliance progress, but a broader commitment to long-term organizational sustainability, operational coherence, and improved student outcomes.

Teaching & Learning

Across all campuses, teacher teams continue to make tremendous progress through the implementation of their AIMS Way Plans and Cycles of Inquiry. What began earlier this year as a strategic planning and instructional alignment process has increasingly evolved into a living framework for collaboration, reflection, data analysis, and continuous improvement. Teams are engaging more deeply in examining student work, refining instructional strategies, calibrating expectations, and aligning supports for diverse learners.

In addition, our schools are entering the final preparation phase for SBAC state assessments, which will take place this month for students in grades 3–8 and 11. Leadership teams and teachers have worked diligently to ensure students are academically prepared while also reinforcing positive testing environments, student confidence, and strong attendance. Our continued focus remains not only on assessment performance itself, but on building long-term instructional capacity and student

readiness aligned to the California Dashboard indicators and our broader goals for academic excellence.

Human Resources & Staffing

Following the release of contracts for the upcoming school year, we are pleased to report projected retention rates above 80% at both school sites. Given the instability and turnover experienced in prior years, this represents a significant indicator of improving organizational health, staff confidence, and cultural stabilization.

While recruitment efforts continue in several targeted areas, particularly within specialized support positions, these retention rates suggest growing optimism among staff regarding the direction of the organization, the collaborative culture being developed, and the long-term sustainability of our systems and leadership structures.

Special Education (SPED)

Last month, Seneca Family of Agencies completed a comprehensive review of AIMS' special education programs, systems, and structures across all campuses. The review included focus groups with students, families, teachers, service providers, and leadership, as well as an audit of IEP systems and compliance practices.

The report affirmed several important strengths across the organization, including caring and committed staff, strong student-adult relationships, growing collaboration structures, and a deep investment in improving outcomes for students with disabilities. The report also identified key areas requiring continued systems development, including compliance tracking, service coordination, communication systems, staff training, MTSS/SST processes, family engagement, and consistency in service delivery.

Seneca's recommendations align closely with many of the improvement efforts already underway this year, including the establishment of a centralized compliance tracker, expansion of SPED staffing, strengthened leadership oversight, clearer meeting workflows, enhanced collaboration structures, and improved systems for monitoring timelines and services.

The report also includes a proposed multi-year strategic planning framework that will help guide the district's continued efforts to build a more sustainable, equitable, compliant, and student-centered SPED program over the coming years.

Mx. Peacock will provide a brief overview of the report findings, recommendations, and next steps later in the agenda.

Enrollment & Budget

Over the past several weeks, our leadership team and supporting staff have engaged in an intensive series of outreach and recruitment efforts in response to the recent closure announcements of two charter schools: Community School for Creative Education

(CSCE) and Berkeley Maynard Academy (BMA). These efforts have resulted in a significant and encouraging increase in projected enrollment for the upcoming school year.

Following CSCE's decision to self-close, their leadership team extended special consideration to AIMS by first visiting our campus, then promoting AIMS directly to their community, then inviting us to participate in a dedicated enrollment fair, and finally collaborating with us to arrange campus tours for families. We want to extend a special acknowledgment to Mayra Contreras and Yesenia Duarte, whose outreach and relationship-building with Spanish-speaking families played a critical role in these efforts.

Similarly, Berkeley Maynard Academy recently hosted an enrollment fair, and it was proudly attended by six AIMS Cabinet members, including three who previously served at BMA, along with several support staff and students. The event was highly successful and further strengthened our visibility and relationships within the broader East Bay educational community.

As of today, we have already secured commitments from 17 former CSCE students and 34 former BMA students, for a total of 51 new enrollments, with an additional 20 applicants still considering enrollment and more applications anticipated over the next two weeks. This represents a major positive shift in our enrollment trajectory and effectively stabilizes what had previously been projected as a significant enrollment decline.

As a result, the enrollment and budget outlook for AIMS has improved substantially. Updated enrollment projections are included below and will be discussed in greater detail later in the agenda by our Manager of Enrollment, Ms. Cennie Valeri.

At the same time, the Draft Budget being presented this evening will already require revision in the coming weeks to reflect these higher enrollment projections and corresponding increases in projected revenue. Additional factors expected to positively impact the budget include the Governor's May Revision, the proposed merger of the K–8 and Middle School programs, and the anticipated approval of SB740 funding. Collectively, these developments are projected to increase district revenues by approximately $1 million and significantly strengthen the district's long-term financial outlook.

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

School	Projection	Grade	2024-2025 Offered	2024-2025 enrollment	AIPCS (MS) Current	Current K-8 and HS	AIPCS (MS) Accepted	Accepted	Real (AIPCS MS)	Real (keep current + applied)	AIPCS MS Projection	K-8 and HS Projections
Current K-8	529	K	53	48		44		36		30		30
Projected K-8	569	1	19	60		49		14		55		51
		2	15	75		54		21		59		62
Current MS	125	3	17	80		75		11		61		58
Projected MS	98	4	19	96		74		21		87		90
		5	15	93		92		26		90		90
Current HS	355	6	45	154	26	37	30		24	101	20	93
Projected HS	356	7	27	121	47	59	4		28	43	20	40
		8	20	126	53	45	7		53	60	50	55
		9	98	121		81		97		131		80
Total 2026-2027:	**1023**	10	24	114		97		9		91		80
		11	15	76		104		6		101		96
		12	14	82		75		3		106		100
					Total District Current Enrollment	**1012**	Total District Accepted Applicants	**322**			Total District Projected Enrollment	**1023**

Closing

As we enter the final stretch of the school year, the overall trajectory of AIMS continues to move in a positive direction. While challenges remain and important work still lies ahead, the level of organizational coherence, collaboration, and strategic alignment across the district has grown significantly over the course of this year.

The progress reflected in our instructional systems, compliance work, enrollment stabilization, financial outlook, and staff retention demonstrates the impact of collective effort and shared commitment. I remain deeply grateful to our students, families, staff, leadership teams, and Board for their continued partnership as we work together to strengthen AIMS for both the present and the future.

In partnership,

Marco Menéndez
Interim Executive Director

Coversheet

Employee Value Proposition Resolution

Section:	IV. Action Items
Item:	A. Employee Value Proposition Resolution
Purpose:	Vote
Submitted by:	
Related Material:	AIMS K12 Board Resolution Employee Value Proposition Study.docx.pdf

AIMS K-12 College Prep Charter District

American Indian Public Charter School II (K-8)
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AIMS College Prep Middle School
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AIMS College Prep High School
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www.AIMSK12.org

RESOLUTION OF THE BOARD OF TRUSTEES OF AIMS K–12 COLLEGE PREP CHARTER DISTRICT

AUTHORIZING A COMPREHENSIVE EMPLOYEE VALUE PROPOSITION STUDY AND COMPENSATION & BENEFITS ANALYSIS

WHEREAS, the AIMS K–12 College Prep Charter District ("AIMS") recognizes that the recruitment, development, support, and long-term retention of highly qualified employees are essential to fulfilling its mission and ensuring excellent outcomes for students; and

WHEREAS, AIMS values both certificated and classified employees as the foundation of a safe, joyful, rigorous, and supportive educational community; and

WHEREAS, the Board of Trustees is committed to fostering a culture of collaboration, transparency, professional growth, and organizational sustainability that reflects respect and care for all employees; and

WHEREAS, AIMS currently maintains salary schedules for certificated and classified employees that are generally competitive with neighboring charter schools and comparable districts; and

WHEREAS, the Board recognizes that compensation alone does not fully define the overall employee experience or employee value proposition, particularly in the context of the rising costs of healthcare, housing, transportation, retirement, and overall cost of living within the Bay Area; and

WHEREAS, the Board further recognizes that additional elements of the employee value proposition—including but not limited to health benefits, retirement plans, credentialing support, induction and professional development opportunities, career ladders, leadership pathways, workplace culture, wellness supports, and work-life balance—play a critical role in attracting and retaining highly qualified employees; and

WHEREAS, AIMS currently does not participate in CalSTRS and seeks to explore alternative long-term retirement solutions and benefits structures that better support certificated employees while remaining fiscally sustainable for the organization; and

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WHEREAS, the Board desires to proactively assess and strengthen the district's overall employee value proposition in a manner that supports organizational stability, improves retention, enhances recruitment efforts, and demonstrates good-faith collaboration and transparency with staff, the Faculty Advisory Council, authorizers, and the broader community; and

WHEREAS, the Board believes that a comprehensive study and analysis will provide valuable data and recommendations to guide future strategic planning and resource allocation decisions related to employee compensation and support systems;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the AIMS K–12 College Prep Charter District hereby authorizes the Executive Director and district leadership team to conduct a comprehensive Employee Value Proposition Study and Compensation & Benefits Analysis for both certificated and classified employees; and

BE IT FURTHER RESOLVED that the study may include, but shall not be limited to, analysis of:

- Salary schedules and compensation competitiveness;
- Health, dental, vision, and wellness benefits;
- Retirement plans and long-term retirement sustainability options;
- Credentialing, induction, and tuition support programs;
- Career ladders, leadership development pathways, and advancement opportunities;
- Professional development and coaching systems;
- Employee retention and recruitment trends;
- Workload, workplace culture, and employee wellness considerations;
- Cost-of-living pressures impacting employees in the Bay Area;
- Benchmarking against comparable charter schools, public school districts, and independent schools; and
- Additional factors that contribute to the overall employee experience and organizational sustainability.

BE IT FURTHER RESOLVED that district leadership may engage consultants, financial advisors, HR professionals, legal counsel, employee focus groups, survey tools, and comparative market studies as necessary to support the analysis and development of recommendations; and

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BE IT FURTHER RESOLVED that the study process shall include opportunities for employee voice, stakeholder feedback, and collaboration with the Faculty Advisory Council and other staff representatives; and

BE IT FURTHER RESOLVED that district leadership shall provide periodic progress updates to the Board throughout the study process, with the expectation that a full analysis and preliminary recommendations may take approximately six months to one year to complete.

PASSED AND ADOPTED by the Board of Trustees of the AIMS K–12 College Prep Charter District on this _**19th**_ day of __**May**___, 2026, by the following vote:

AYE:
NAY:
ABSTAIN:
ABSENT:

CERTIFICATION

I, _____, hereby certify that the foregoing is a full, true, and correct copy of a Resolution adopted by the Governing Board of the AIMS K–12 College Prep Charter District at a duly noticed meeting held on the date indicated above.

AIMS School Board Resolution Dated 19th of May 2026

Director Kimmie Kean, President, Aims School Board
Director Megan Sweet, AIMS School Board
Director Tiffany Lacsado, AIMS School Board
Director Stephen Leung , AIMS School Board

Coversheet

Facilities Solutions Exploration Resolution

Section: IV. Action Items
Item: B. Facilities Solutions Exploration Resolution
Purpose: Vote
Submitted by:
Related Material:
_AIMS K12 Board Resolution Facilities Exploration & Strategic Planning.docx.pdf

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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

RESOLUTION OF THE BOARD OF TRUSTEES OF AIMS K–12 COLLEGE PREP CHARTER DISTRICT

AUTHORIZING THE EXPLORATION OF LONG-TERM FACILITIES SOLUTIONS AND STRATEGIC FACILITIES PLANNING

WHEREAS, the AIMS K–12 College Prep Charter District ("AIMS") is committed to providing safe, stable, and high-quality educational environments that support the academic, social-emotional, and developmental needs of all students; and

WHEREAS, AIMS currently owns and operates the campus located at 171 12th Street in Oakland, California, which houses AIPCS II (K–8) and AIPCS I (Middle School); and

WHEREAS, the AIMS College Prep High School currently operates within leased facilities at the Lakeview Campus on Grand Avenue through the Proposition 39 process with the Oakland Unified School District ("OUSD"); and

WHEREAS, while the current high school location has provided important operational continuity, the shared nature of the Lakeview facility presents ongoing challenges related to campus identity, security, space utilization, and long-term permanence; and

WHEREAS, AIMS recognizes that future changes in OUSD facility utilization priorities may affect the long-term availability of the Lakeview site for high school operations; and

WHEREAS, the 12th Street campus, while serving as an important long-term home for AIMS, was originally designed as an office building and continues to present infrastructure and facilities challenges, including aging plumbing, electrical, HVAC, and limited outdoor recreational space; and

WHEREAS, the current facilities configuration does not provide sufficient long-term capacity to permanently house all AIMS schools together on a single campus; and

WHEREAS, the Board of Trustees recognizes the importance of proactively exploring both short-term and long-term facilities solutions that support enrollment stability, operational sustainability, student safety, program growth, and the long-term vision of the organization; and

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
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E middleschool@aimsk12.org
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WHEREAS, AIMS has begun preliminary conversations with East West Bank regarding the potential financing of future facilities projects, including the possible acquisition of additional property to support district operations and long-term educational programming; and

WHEREAS, the Board believes it is in the best interest of the organization to engage in a comprehensive strategic facilities planning process that examines leasing opportunities, property acquisition opportunities, campus consolidation possibilities, and long-term capital planning options within Oakland and in alignment with the needs of the AIMS community;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the AIMS K–12 College Prep Charter District hereby authorizes the Board and district leadership team to begin a comprehensive exploration of short-term and long-term facilities solutions for the district; and

BE IT FURTHER RESOLVED that this exploration may include:

- Assessment of current and projected facilities needs across all schools;
- Exploration of leasing opportunities within Oakland that align with community accessibility and programmatic needs;
- Exploration of property acquisition opportunities for the high school and/or unified district operations;
- Preliminary financing discussions with lending institutions and facilities partners;
- Analysis of operational, enrollment, and facilities sustainability considerations;
- Engagement with architects, real estate professionals, legal counsel, financial advisors, and other relevant consultants as appropriate; and
- Development of recommendations for future Board consideration regarding facilities strategy and capital planning.

BE IT FURTHER RESOLVED that district leadership shall periodically update the Board regarding findings, opportunities, financial implications, and recommended next steps related to the facilities exploration process.

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PASSED AND ADOPTED by the Board of Trustees of the AIMS K–12 College Prep Charter District on this _**19th**_ day of __**May**___, 2026, by the following vote:

AYE:
NAY:
ABSTAIN:
ABSENT:

CERTIFICATION

I, _____, hereby certify that the foregoing is a full, true, and correct copy of a Resolution adopted by the Governing Board of the AIMS K–12 College Prep Charter District at a duly noticed meeting held on the date indicated above.

AIMS School Board Resolution Dated 19th of May 2026

Director Kimmie Kean, President, Aims School Board
Director Megan Sweet, AIMS School Board
Director Tiffany Lacsado, AIMS School Board
Director Stephen Leung , AIMS School Board

Coversheet

Handbook Updates

Section: IV. Action Items
Item: C. Handbook Updates
Purpose: Vote
Submitted by:
Related Material:
Handbook Update.pdf
Black out days .pdf
AIMS Consensual Relationship Policy and Agreement (4939-1347-2912.v1) (1).docx.pdf

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

Submitter Information

Full Name: Abigail Genova
Position/Title: Coordinator of Communications
Department: Communications

Item Details:

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

Approvals:

Has this item been reviewed & approved Yes ☑ No ☐

☐ **Superintendent**
☐ **Chief of Business Operations (If budget changes)**
☑ **Director of Compliance (If plan changes)**
☐ **Other**

Signature:

Committee Review:

Has this item been through the appropriate review process? Yes ☑ No ☐
If yes: Please specify which committee(s) and provide minutes or approval documentation:
Legal counsel and Director of Compliance
If no: Please explain why:

Deadline Information:

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

Financial Information (if applicable):

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

Blackout Days

To support the effective operation of the School and to ensure adequate staffing during critical periods, the School designates certain dates as blackout days. Blackout days are dates on which employees are not permitted to take vacation, personal days, or other discretionary time off, except as otherwise required by applicable law. The School will publish the list of blackout days prior to the start of each school year and **may update the list as needed to meet operational demands or other legitimate business needs**. Employees are responsible for reviewing the blackout days schedule when planning time off. Requests for leave that fall on a blackout day will be denied unless the leave is legally protected or the employee receives advance written approval from the School. Employees who are absent from work on blackout days without advance written approval or legal authorization shall have their absence be unpaid and may also be subject to disciplinary action. Nothing in this policy limits an employee's right to take legally protected leave, including but not limited to leave under state or federal law.

Blackout periods now also include buffer days around holidays to ensure continuity of instruction, staffing coverage, and operational stability.

Blackout days include:

- School opening period first 10 instructional days
- First 4–6 weeks of school (stabilization period)
- 1–2 days before and after all scheduled school holidays and breaks
    - Harvest Break
    - Winter Break
    - Spring Break
    - Federal holiday weekends (when applicable to school closure calendar)
    - Extended school-wide breaks or intersession periods.
- State and local testing windows.
- End of year closeout (final 10–15 instructional days + graduation week)

AMERICAN INDIAN MODEL SCHOOLS

Consensual Relationship Policy

Consensual relationships in the workplace are discouraged. Consensual relationships between supervisors and employees and between employees and parents or adult students are potentially exploitative and must be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment of others. Moreover, consensual relationships in the workplace can lead to problems with morale, decreased productivity and increased liability. American Indian Model Schools ("AIMS" or the "School") has a strong policy against unlawful harassment, discrimination, and retaliation and is concerned that consensual relationships might potentially violate the policy. AIMS aims to prevent unlawful harassment, discrimination, and retaliation from occurring in the workplace. To help prevent unlawful harassment, discrimination, and retaliation, employees who enter into consensual relationships must notify the administration regarding the relationship, as well as review the unlawful harassment, discrimination, and retaliation policy. Moreover, employees are expected to abide by this policy, behave professionally at work, and not let the relationship affect their work or the workplace.

The following guidelines have been developed to provide AIMS employees with some examples of how consensual relationships in the workplace will be treated:

- Employees involved in consensual relationships in AIMS's workplace are prohibited from evaluating the work performance of others with whom they have a relationship, or from making hiring, salary, or similar decisions which may impact such persons.

- During non-working time, such as lunches, breaks, and before/after work periods, employees are not prohibited from having appropriate personal conversations in non-work areas as long as their conversations and behaviors could in no way be perceived as offensive or uncomfortable to any person in the surrounding area(s).

- Supervisors, managers, executives, or anyone else in sensitive or influential positions must disclose the existence of any relationship with another co-worker that has progressed beyond a platonic friendship. This disclosure will enable the organization to determine whether any conflict of interest exists because of the relative positions of the individuals involved.

- Where problems or potential risks are identified the organization will work with the parties involved to consider options for resolving the conflict. The initial solution will be to make sure that the parties involved no longer work together on matters where one is able to influence the other or take action for the other. Matters such as hiring, firing, promotions, performance management, compensation decisions, financial transactions, etc. are examples of situations that may require reallocation of duties to avoid any actual or perceived reward or disadvantage.

- In some cases more extreme measures may be necessary such as transfer to other school sites, positions or departments. Refusal of reasonable alternative positions, if available, will be deemed a voluntary resignation.

- Continued failure to work with the organization to resolve such a situation in a mutually agreeable manner may be ultimately deemed insubordination, and therefore serve as a basis for immediate termination.

- The provisions of this policy apply regardless of the sexual orientation of the parties involved.

- Where doubts exist as to the specific meaning of the terms used above, employees should make judgments on the basis of the overall spirit and intent of this policy.

- Any employee who feels they have been disadvantaged as a result of this policy, or who believes this policy is not being followed, should immediately raise any concerns in this regard to AIMS.

Violations of this policy may result in disciplinary action, up to and including termination from employment.

Consensual and Voluntary Relationship Agreement

American Indian Model Schools (the "School") is committed to maintaining a work environment free from harassment, discrimination, retaliation, conflicts of interest, exploitation and favoritism. Accordingly, the parties referenced herein agree as follows:

1. **School Policy:** It is against School policy to use a position of authority to induce another person to enter into a nonconsensual relationship. Indeed, even consensual relationships in the workplace can cause disruption and other problems in violation of School policy.

2. **Consensual/Voluntary Agreement:** This is a Consensual and Voluntary Relationship Agreement between the following Parties (hereinafter referred to as the "Parties" or each "Party"):

_____ and _____
(Name of Employee) (Name of Employee)

3. **Purpose of Agreement:** The purpose of this agreement is to affirm that both Parties to this Agreement have agreed to engage in a consensual and voluntary relationship.

4. **Acknowledgement of Current School Policy:** Both Parties have received copies of the Employee Handbook which prohibits unlawful harassment, discrimination, and retaliation.

5. **Public Display of Affection in Workplace:** Both Parties understand and agree that conduct or speech in the workplace that is sexual or amorous may be objectionable or offensive to others. Therefore, they agree not to engage in such conduct on School property or when performing work-related tasks in public areas. Examples of such conduct include, but are not limited to, holding hands or touching in an affectionate or sexually suggestive manner; kissing or hugging; romantic or sexually suggestive gestures; romantic or sexually suggestive gestures; romantic or sexually suggestive oral or written communications; and display of sexually suggestive objects or pictures. Regardless of the status of this relationship, the Parties agree to behave professionally and appropriately at work, consistent with School policy and this Agreement.

6. **No Favoritism:** Both Parties agree that neither Party will engage in conduct that could be regarded by others as providing favored treatment to the other.

7. **No Conflicts of Interest:** Both Parties agree that neither Party will engage in conduct that could be regarded by others as a perceived or actual conflict of interest with respect to the terms and conditions of employment for either Party.

8. **School Contact In Event of Relationship Termination:** Both Parties agree that, should any issues that may impact the workplace arise or if the relationship terminates, the following authorized School employee should be advised:

   (Name of Authorized School Employee): _____

9. **No Direct Supervisor/Reporting Relationship While Relationship Continues:** While a relationship continues between them, neither Party will request, apply for, seek in any way, or accept a direct supervisor or reporting relationship with the other.

10. **No Retaliation If Relationship Terminates:** Both Parties acknowledge and agree that either has the right and ability to end their relationship at any time without repercussion of any work-related nature, and without retaliation of any form by the other.

11. **Future Work Performance/Conduct:** This Agreement represents a commitment by the Parties to continue to follow School policies and procedures and act in a professional manner at all times.

12. **Liaison For Contact Purposes:** The Parties each understand that the following authorized School employee is available to discuss any issues relating to this Agreement or matters impacting our ability to work effectively:

(Name of Authorized School Employee): _____

13. **Confidential Agreement:** This Agreement is confidential and is not intended as an invasion of privacy; rather it is intended as an affirmation that both Parties have been provided with all relevant School policies, have had an opportunity to discuss the policies, agree to follow these policies, and the terms of this Agreement.

_____	_____
Name	Name
_____	_____
Signature	_ Signature
_____	_____
Date	Date

TO BE COMPLETED BY THE SCHOOL

_____

_ Name of Authorized School Employee

_____

_ Signature

_____

_ Date

Coversheet

High School Instructional Materials

Section: IV. Action Items
Item: D. High School Instructional Materials
Purpose: Vote
Submitted by:
Related Material: 2026-27 Instructional Materials List for AIMS HS.pdf

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

Submitter Information

Full Name: Julia Li

Position/Title: HS Head of School

Department: HS Site

Item Details

Title of Item: 2026-27 Instructional Materials List for AIMS HS

Is this item a: ☑ New Submission
☐ Renewal

If Renewal: Please summarize any changes from the previous submission:

Approvals

Has this item been reviewed and

☐ Superintendent
☐ Chief Business Officer (CBO) (If budget changes)
☐ Director of Compliance (If plan changes)
☐ Neither

Committee Review

Has this item been through the appropriate committee review process?

☐ Yes ☐ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:

Deadline Information

Is there a submission deadline for this item?

☑ Yes ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 05/29/2026

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:

2026-27 Instructional Materials List

Verification:
I hereby confirm that our Board-approved instuctional materials listed in this form are accurate and current.

LEA Name:	AIMS College Prep High School
Person Completing this Form:	Julia Li
Title:	Head of School
Email:	julia.li@aimsk12.org
Date:	5/14/2026

COMMENTS (*provide any additional comments below*)

This is a tentative list as updates will happen this summer. Thank you!

Textbook Title	Publisher	ISBN (optional)	Low Grade	High Grade	Digital Material (Yes/No)	Spanish (Yes/No)	Teacher Created Material (Yes/No)	Adoption Date/Year
Common Core Geometry with CalcChat CalcView	National Geographic Learning	978-1-64727-418-4	9	12	No	No	No	8/1/2022
Algebra 1 with CalcChat and CalcView Coomono Core	Big Ideas Learning LLC	978-1-64727-416-0	9	12	No	No	No	8/1/2022
Big Ideas Math Algebra 2 A Common Core Curriculum	Big Ideas Learning LLC	978-1-60840-840-5	9	12	No	No	No	8/1/2022
Calculus 11e	Cengage Learning	9.78E+12	11	12	No	No	No	8/1/2022
Intro to Statistics Data Analysis AP Edition 6th Edition	Cengage Learning	978-1-337-79442-8	11	12	No	No	No	8/1/2022
AP® Calculus AB BC Crash Course 3rd Edition	Research Education Association	9.78E+12	11	12	No	No	No	8/1/2022
AP® Statistics Crash Course 2nd Edition	Research Education Association	9.78E+12	11	12	No	No	No	8/1/2022
Precalculus with Limits A Graphing Approach 8e	Cengage Learning	978-1-337-90428-5	9	12	No	No	No	8/1/2022

Textbook Title	Publisher	ISBN (optional)	Low Grade	High Grade	Digital Material (Yes/No)	Spanish (Yes/No)	Teacher Created Material (Yes/No)	Adoption Date/Year
Foundations of Language and Literature	Bedford St. Martins	978-1-4576-9122-5	9	12	No	No	No	8/1/2022
Everythings An Argument with Readings	Bedford St. Martins	9.78E+12	9	12	No	No	No	8/1/2022
Literature Composition Essential Voices Essential Skills for th	Bedford St. Martins	978-1-319-28114-4	12	12	No	No	No	8/1/2022
Lift Language Companion Fundamentals	National Geographic Learning	978-0-357-50120-7	9	12	No	No	No	8/1/2025
Lift Language Companion Intro	National Geographic Learning	979-8-214-17253-8	9	12	No	No	No	8/1/2025
Lift Phonics Practice Book	National Geographic Learning	979-8-214-45797-0	9	12	No	No	No	8/1/2025
Lift Language Companion 1	National Geographic Learning	978-0-357-50121-4	9	12	No	No	No	8/1/2025
Lift Language Companion 3	National Geographic Learning	978-0-357-50123-8	9	12	No	No	No	8/1/2025
Lift Student's Book Welcome	National Geographic Learning	979-8-214-17234-7	9	12	No	No	No	8/1/2025
Lift Student's Book Fundamentals	National Geographic Learning	978-0-357-91822-7	9	12	No	No	No	8/1/2025
Lift Student's Book 1	National Geographic Learning	978-0-357-91823-4	9	12	No	No	No	8/1/2025
Lift Student's Book 2	National Geographic Learning	978-0-357-50114-6	9	12	No	No	No	8/1/2025
Lift Student's Book 3	National Geographic Learning	978-0-357-50115-3	9	12	No	No	No	8/1/2025
Sipps Plus Dream on Wheels and other selections Fourth Edi	Collaborative Classroom	978-1-68246-960-6	9	12	No	No	No	8/1/2025
9th Grade The Color Purple	Penguin Books	9.78E+12	9	9	No	No	No	8/1/2022
9th Grade The Adventures of Huckleberry Finn	SeaWolf Press	9.78E+12	9	9	No	No	No	8/1/2022
9th Grade Lord of the Flies	Penguin Books	9.78E+12	9	9	No	No	No	8/1/2022
10th Grade A Raisin in the Sun	Vintage	9.78E+12	10	10	No	No	No	8/1/2022
10th Grade The Great Gatsby	Independently published	9.80E+12	10	10	No	No	No	8/1/2022
10th Grade The Odyssey	Penguin Classics	9.78E+12	10	10	No	No	No	8/1/2022
11th Grade Crime and Punishment	Vintage	9.78E+12	11	11	No	No	No	8/1/2022
11th Grade East of Eden	Penguin Books	9.78E+12	11	11	No	No	No	8/1/2022
11th Grade 1984	Signet Classic	9.78E+12	11	11	No	No	No	8/1/2022
11th Grade Merchant of Venice	Simon Schuster	9.78E+12	11	11	No	No	No	8/1/2022
11th Grade The Scarlet Letter	CreateSpace Independent Publishing Platfo	9.78E+12	11	11	No	No	No	8/1/2022
11th Grade The Awakening	Dover Publications	9.78E+12	11	11	No	No	No	8/1/2022
12th Grade A Portrait of the Artist as a Young Man	Penguin Classics	9.78E+12	12	12	No	No	No	8/1/2022
12th Grade Heart of Darkness	Independently published	9.78E+12	12	12	No	No	No	8/1/2022
12th Grade Catch 22	Simon Schuster	9.78E+12	12	12	No	No	No	8/1/2022
12th Grade Beloved	Vintage	9.78E+12	12	12	No	No	No	8/1/2022
11th Grade Great Expectations	Dover Publications	9.78E+12	11	11	No	No	No	8/1/2022
11th Grade Jane Eyre	Penguin Classics	9.78E+12	11	11	No	No	No	8/1/2022
11th Grade Moby Dick	Dover Publications	9.78E+12	11	11	No	No	No	8/1/2022
11th Grade Their Eyes Were Watching God	Amistad	9.78E+12	11	11	No	No	No	8/1/2022
12th Grade The Jungle	CreateSpace Independent Publishing Platfo	9.78E+12	12	12	No	No	No	8/1/2022
12th Grade Frankenstein	CreateSpace Independent Publishing Platfo	9.78E+12	12	12	No	No	No	8/1/2022
12th Grade Invisible Man	Vintage Books	9.78E+12	12	12	No	No	No	8/1/2022
12th Grade Light in August	Vintage	9.78E+12	12	12	No	No	No	8/1/2022
12th Grade One Hundred Years of Solitude	Harper Perennial Modern Classics	0.00E+00	12	12	No	No	No	8/1/2022
9th Grade Bless Me Ultima	Warner Books	9.78E+12	9	9	No	No	No	8/1/2022
9th Grade Black Boy	Harper Perennial Modern Classics	9.78E+12	9	9	No	No	No	8/1/2022
9th Grade Romeo and Juliet	Simon Schuster	78 0671722852	9	9	No	No	No	8/1/2022
9th Grade The Grapes of Wrath	Penguin Classics	9.78E+12	9	9	No	No	No	8/1/2022
10th Grade Wuthering Heights	Penguin Classics	9.78E+12	10	10	No	No	No	8/1/2022
10th Grade Brave New World	Harper Perennial	9.78E+12	10	10	No	No	No	8/1/2022
10th Grade The Kite Runner	Riverhead Books	9.78E+12	10	10	No	No	No	8/1/2022
10th Grade Joy Luck Club	Penguin Books	9.78E+12	10	10	No	No	No	8/1/2022
10th Macbeth	Barnes&Noble	978-1-4114-0037-5	10	10	No	No	No	8/1/2025

Textbook Title	Publisher	ISBN (optional)	Low Grade	High Grade	Digital Material (Yes/No)	Spanish (Yes/No)	Teacher Created Material (Yes/No)	Adoption Date/Year
9th The Bus 57	Farrar Straus Giroux Books for Young Reade	9.78E+12	9	9	No	No	No	8/1/2025

Textbook Title	Publisher	ISBN (optional)	Low Grade	High Grade	Digital Material (Yes/No)	Spanish (Yes/No)	Teacher Created Material (Yes/No)	Adoption Date/Year
Human Geography for the AP Course First Edition	W. H. Freeman	978-1-319-19224-2	9	12	No	No	No	8/1/2022
World Civilizations The Global Experience Since 1200 8th Edi	Pearson	978-0-13-570272-7	9	12	No	No	No	8/1/2022
The American Pageant 16th Edition	CreateSpace Independent Publishing Platfc	978-1-337-09015-5	9	12	No	No	No	8/1/2022
American Democracy Now 7th AP Edition	MGH Education	978-1-26-431913-8	9	12	No	No	No	8/1/2022
OER Project AP World History Syllabus	OER Project Website		9	12	YES	No	No	8/1/2025

Textbook Title	Publisher	ISBN (optional)	Low Grade	High Grade	Digital Material (Yes/No)	Spanish (Yes/No)	Teacher Created Material (Yes/No)	Adoption Date/Year
Exploring Environmental Science for AP	Cengage Learning	978-1-337-09803-8	9	12	No	No	No	8/1/2022
AP Edition Campbell Biology 12th Edition	Pearson	**978-0-13-648687-9**	9	12	No	No	No	8/1/2022
AP Computer Science Principles Crash Course 2nd Ed	Research Education Association	**978-0738612652**	9	12	No	No	No	8/1/2022
Crash Course AP Environmental Science	Research Education Association	978-0-7386-1256-0	9	12	No	No	No	8/1/2025
Chemistry Fifthteenth Edition	McGraw Hill	978-1-265-14330-5	9	12	No	No	No	8/1/2025

Textbook Title	Publisher	ISBN (optional)	Low Grade	High Grade	Digital Material (Yes/No)	Spanish (Yes/No)	Teacher Created Material (Yes/No)	Adoption Date/Year
Integrated Chinese Volume 1	Cheng Tsui	978-1-62291-133-2	9	12	No	No	No	8/1/2022
Tes branche? 1	EMC Publishing	978-1-53381-628-3	9	12	No	No	No	8/1/2022
Integrated Chinese Volume 2	Cheng Tsui	978-1-62291-139-4	9	12	No	No	No	8/1/2022
Tes branche? 2	EMC Publishing	978-1-53381-629-0	10	12	No	No	No	8/1/2022
Avancemos!	HOLT MCDOUGAL	978-0547871912	9	12	No	Yes	No	8/2/2022

Textbook Title	Publisher	ISBN (optional)	Low Grade	High Grade	Digital Material (Yes/No)	Spanish (Yes/No)	Teacher Created Material (Yes/No)	Adoption Date/Year
Art Fundamentals 2nd edition Light, shape, color, composition, perspective, depth, & anatomy	3dtotalPublishing	978-1-912843-07-7	9	12	yes	no	yes	2024
Drawing The Head For Artists Techniques for Mastering Expressive Portraiture	Quarry Publishing Group USA Inc.	978-1-63159-692-6	9	12	yes	no	yes	2024

Coversheet

Board Policy Proposal - Limiting Assistance with Immigration Enforcement at School Sites

Section: IV. Action Items
Item: E. Board Policy Proposal - Limiting Assistance with Immigration Enforcement at School Sites
Purpose: Vote
Submitted by:
Related Material:
_Policy Limiting Assistance with Immigration Enforcement at School Sites.pdf

Policy Limiting Assistance with Immigration Enforcement at School Sites

Safe and Accessible Schools for All Students

Policy Reference: Education Code § 234.7 (AB 495, 2025)

Adopted by the AIMS K-12 Board of Directors: _____

I. Preamble and Statement of Purpose

AIMS K-12 College Prep Charter District (AIMS) is committed to providing every student with a safe, welcoming, and high-quality educational environment. AIMS enrolls students from diverse backgrounds, including children of immigrant families, and recognizes that fear of immigration enforcement can significantly interfere with students' ability to attend school and learn.

This policy is adopted pursuant to Assembly Bill 495 (2025), which amends California Education Code Section 234.7, and the California Attorney General's December 2025 updated model policies. It implements the requirements of those laws to the fullest extent possible, consistent with all applicable federal and state law.

This policy affirms that:

- All children have a constitutional right to a public education, regardless of immigration status (Plyler v. Doe, 457 U.S. 202 (1982)).
- All students and staff have the inalienable right to attend campuses that are safe, secure, and peaceful (Cal. Const., art. I, § 28).
- California law prohibits discrimination on the basis of immigration status in any program conducted by an educational institution receiving state financial assistance (Ed. Code § 220).
- AIMS will limit, to the fullest extent permitted by law, any assistance with immigration enforcement at any of its school sites.

II. Definitions

As used in this policy:

"Immigration enforcement" means any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law that penalizes a person's presence in, entry, reentry to, or employment in the United States. (Gov. Code § 7284.4(f).)

“School site” means an individual school campus of AIMS, an area where a school-sponsored activity is currently being held, or any transportation provided by AIMS. (Ed. Code § 234.7(l)(3).)

“Nonpublic area” means any area of a school site where access is not generally open to the public, including but not limited to classrooms, hallways, stairwells, administrative offices, gated or enclosed parking lots.

“Judicial warrant” means a warrant issued by a federal District Court Judge or Magistrate Judge based on a finding of probable cause — not an administrative warrant issued by ICE (Forms I-200 or I-205).

“Judicial subpoena” means a subpoena issued by or under the authority of a federal court — not an administrative subpoena issued by an immigration officer (Form I-138).

“Personal information” has the meaning set forth in Civil Code Section 1798.3(a): any information maintained by an agency that identifies or describes an individual, including but not limited to name, Social Security number, physical description, home address, telephone number, education, financial matters, medical or employment history, and statements made by or attributed to the individual.

“Local educational agency” or “LEA” means AIMS K-12 College Prep Charter District.

III. Scope

This policy applies to all AIMS officials and employees, including administrators, teachers, classified staff, school police or security personnel, contractors, and volunteers. It applies to every program operated by AIMS, including all regular school programs, transitional kindergarten, aftercare and extended day programs, summer school, school-sponsored activities occurring off-campus, and all school transportation.

IV. Gathering and Handling Student and Family Information

A. General Data Collection Principles

AIMS shall maintain written policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training on those policies.

AIMS shall not use any information it possesses that could indicate immigration status, citizenship status, or national origin to discriminate against any students or families, or to bar

children from enrolling in or attending school. Families who decline to provide such information shall not be penalized.

AIMS shall not allow school resources or data to be used to create any registry based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status.

B. No Collection of Immigration or Citizenship Status Information

AIMS personnel shall not, at any time, inquire specifically about a student's citizenship or immigration status or the immigration status of a student's parents or guardians. (Ed. Code § 234.7(a)(1).)

AIMS personnel shall not seek or require, to the exclusion of other permissible documentation, information that may indicate a student's immigration status, such as a green card, passport used as evidence of visa status, or citizenship papers.

Where national-origin-related information (e.g., place of birth, date of U.S. entry) must be collected to satisfy federal reporting requirements for special programs, AIMS shall not use it to prevent or deter enrollment.

C. Proof of Residency and Age

AIMS shall notify all students and families of the full range of documents it will accept as proof of residency and proof of age under Education Code Sections 48204.1 and 48002. Acceptable documents shall include options available to persons regardless of immigration status.

AIMS is not required to maintain a copy of the document used to show age, only the method of verification.

Under the McKinney-Vento Homeless Assistance Act, AIMS shall immediately enroll homeless students even if they are unable to provide proof of residency, age, or other documentation normally required.

D. Social Security Numbers

AIMS shall not solicit or collect entire Social Security numbers or Social Security cards from students, parents, or guardians.

AIMS shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs (e.g., free and reduced-price meals).

When collecting the last four digits of a Social Security number, AIMS shall explain the limited purpose for which this information is collected and clarify that failure to provide it will not bar the student from enrolling in or attending school. AIMS shall also notify families that if no household member has a Social Security number, the “No SSN” box may be checked on the applicable form.

V. Sharing Information Regarding Students, Families, and Employees

A. General Prohibition on Disclosure for Immigration Enforcement

To the extent practicable, AIMS and its personnel shall not disclose or provide — in writing, verbally, or in any other manner — any of the following to an officer or employee of an agency conducting immigration enforcement, unless presented with a valid judicial warrant, judicial subpoena, or court order:

- Education records of or any information about a student or the student’s family or household;
- Personal information about a student, including but not limited to home address, home telephone number, travel schedule, and schedule of school attendance;
- Any information about a school employee or teacher.

(Ed. Code § 234.7(b); see also 20 U.S.C. § 1232g (FERPA).)

B. FERPA and California Education Code Protections

Federal law (FERPA) and the California Education Code require AIMS to obtain signed, written consent from a parent, guardian, or eligible student (18 years or older) before releasing personally identifiable information from student records, except in limited circumstances including directory information and legitimate educational interests. Immigration enforcement is not a legitimate educational interest.

When disclosure of education records is required by a valid judicial order, subpoena, or judicial warrant, AIMS must comply with the parent notification requirements set forth in 34 C.F.R. § 99.31(a)(9)(ii) before complying, except where the order prohibits such notification.

C. Responding to Requests for Information

Upon receiving any request for information related to a student’s, family’s, or employee’s immigration or citizenship status, AIMS personnel shall:

1. Immediately notify the Executive Director/Superintendent or designated AIMS administrator.
2. Provide the student, family, or employee with appropriate notice and a description of the request.
3. Document the request in writing, including the officer's name, badge number, agency, and supervisor's contact information if available.
4. Provide the student and parent/guardian with copies of any documents presented by the officer, unless prohibited.
5. Make a photocopy of the request and consult legal counsel before producing any records or information. No information shall be disclosed, to the extent practicable, without a judicial subpoena, judicial warrant, or court order.
6. Note that AIMS is under no obligation to immediately produce records or information. If a production date is specified, convey that to legal counsel.

For requests concerning employee or teacher information, the Director of Compliance/HR shall be consulted. AIMS, as a public employer, shall not provide voluntary consent to an immigration enforcement agent to access, review, or obtain employee records without a subpoena or judicial warrant. (Gov. Code § 7285.2.)

D. ICE Administrative Subpoenas

An administrative subpoena issued by an immigration officer (Form I-138) is not equivalent to a judicial subpoena or court order. AIMS generally does not need to immediately comply with an ICE administrative subpoena, and may decline to produce the information sought and challenge the subpoena before a judge. Upon receipt of any administrative subpoena, AIMS personnel shall immediately contact legal counsel.

E. Annual Notice to Parents and Guardians

At the start of each school year, AIMS shall provide all families with notice of its information policies, including:

- Assurance that AIMS will not release information to third parties for immigration enforcement purposes, except as required by law or court order.
- A description of the types of student records AIMS maintains.
- The circumstances under which AIMS may release student information.

- A statement that AIMS will notify parents and obtain written consent before releasing personally identifiable student information, except for directory information or in other limited circumstances permitted by law.

If AIMS releases directory information, it shall annually notify parents and eligible students of the directory information policy, including their right to opt out. Directory information may not include citizenship status, immigration status, place of birth, or any information indicating national origin.

Such notices shall be provided in the primary language of families when 15% or more of students enrolled in AIMS speak a single primary language other than English. (Ed. Code § 48985.)

VI. Responding to Requests for Access to School Sites

A. Safe and Welcoming School Environment

AIMS declares all of its school sites to be safe, secure, and peaceful learning environments. This policy applies to all school sites, school-sponsored activities, and school transportation. AIMS shall seek commitments from outside contractors and service providers regularly present on school grounds not to facilitate immigration enforcement unless required by law.

AIMS shall clearly designate nonpublic areas of all its campuses and post signs at the entrance of school grounds notifying outsiders of registration hours and requirements.

B. Access to Nonpublic Areas

Pursuant to Education Code Section 234.7(a)(2), AIMS and its personnel shall not allow an officer or employee of an agency conducting immigration enforcement to enter a nonpublic area of any AIMS school site for any purpose, unless the person seeking entry presents a valid judicial warrant, judicial subpoena, or court order.

AIMS personnel shall, if practicable, ask any person seeking to enter a nonpublic area for valid identification and document it.

AIMS is always permitted to consult with legal counsel and to challenge the validity of any warrant, subpoena, or court order in a court of competent jurisdiction.

C. Registration of All Visitors

No outsider — including immigration enforcement officers — shall enter or remain on school grounds during school hours without registering with the Head of School or designee. Unless

exigent circumstances exist or the officer holds a valid judicial warrant or court order, the officer shall provide, to the extent practicable:

- Name, address, and agency or occupation;
- Purpose for entering school grounds;
- Proof of identity; and
- Any other information required by law.

AIMS shall adopt measures for responding to outsiders that avoid classroom interruptions and preserve the peaceful conduct of school activities. (Ed. Code § 32212.)

D. Step-by-Step Response to On-Campus Immigration Enforcement

When an officer or employee of an agency conducting immigration enforcement is present on campus, AIMS personnel shall take the following action steps:

1. As early as possible, notify the Superintendent or designated AIMS administrator of the officer's presence and any request for access to the school, a student, or school records.
2. Advise the officer that, absent exigent circumstances, school personnel must receive notification and direction from the Superintendent or administrator before proceeding.
3. Ask for and copy the officer's credentials (name, badge number, agency, and supervisor's contact information).
4. Ask the officer for the reason for being on school grounds and document it.
5. Ask the officer to produce any documentation authorizing school access, and make a copy.
6. If the officer claims exigent circumstances and demands immediate access, comply and simultaneously contact the Superintendent or designated administrator.
7. If no exigent circumstances are claimed, respond according to the type of documentation presented:
    - ICE administrative warrant (Forms I-200 or I-205): Inform the officer that consent to access nonpublic areas or review school records cannot be given without first consulting legal counsel. An ICE administrative warrant does not grant authority to enter nonpublic areas, search records, or compel school cooperation.
    - Federal judicial warrant (Forms AO 93 or AO 442): Prompt compliance is generally legally required. Consult legal counsel if feasible before providing access. Comply with the warrant's specific terms.

- ICE administrative subpoena (Form I-138) or federal judicial subpoena: Immediate compliance is not required. Inform legal counsel and await instructions. AIMS may challenge the subpoena before a judge.
- Court order: Review with legal counsel before complying.

8. AIMS personnel shall not physically impede or obstruct an officer but shall not consent to access to nonpublic areas or production of information without the appropriate legal authority. If an officer enters without consent, personnel shall document their actions and, if feasible, accompany them at all times.

9. After the encounter, promptly prepare written notes documenting: the officer's credentials and contact information; AIMS personnel who communicated with the officer; the nature of the request; whether a warrant or subpoena was presented and whether signed by a judge; AIMS's response; any further action by the officer; and copies of all documents presented.

10. Provide notes and documents to AIMS legal counsel or designated administrator.

11. Legal counsel or the designated administrator shall submit a timely report to the AIMS Board of Directors regarding the officer's requests, actions, and AIMS's response(s). All reports shall protect the confidentiality of potentially identifying information.

12. Email the Bureau of Children's Justice at BCJ@doj.ca.gov regarding any attempt by an officer or employee of an agency to access a school site or student for immigration enforcement purposes.

E. Parental Notification of Immigration Enforcement Actions

AIMS personnel must obtain consent from a student's parent or guardian before a student may be interviewed or searched by any officer seeking to enforce civil immigration laws, unless the officer presents a valid, effective judicial warrant or court order signed by a judge.

AIMS personnel shall immediately notify the student's parents or guardians if an officer requests or gains access to a student for immigration enforcement purposes, unless such access was pursuant to a judicial warrant or court order that restricts disclosure to the parent or guardian.

VII. Responding to the Detention or Deportation of a Student's Family Member

A. Emergency Contact Information

AIMS shall maintain complete emergency contact information for all students, including secondary and additional contacts. AIMS shall permit families to update emergency contact information at any time during AIMSyear and shall communicate that emergency contact information will be used only for specified emergency situations.

Emergency contact information shall include an identified trusted adult guardian as a secondary contact in case a student's parent or guardian is detained or deported.

B. Family Safety Planning

AIMS shall encourage families to prepare a Family Safety Plan identifying a trusted adult who can care for students if parents or guardians are detained or deported. AIMS shall provide information to families about:

- Completing a Caregiver's Authorization Affidavit (Family Code § 6552, as amended by AB 495), which permits certain relatives (now broadly defined to include relatives within the fifth degree of kinship) to authorize school enrollment and medical care. A government-issued consular card number suffices as identification; no notarization or seal is required.
- A Petition for Appointment of Guardian (Probate Code §§ 1502 and 2105) for trusted adults who do not have a qualifying familial relationship. Court records related to such guardianship appointments are confidential and shall not be disclosed to immigration enforcement without a court order. (Gov. Code § 7284.6.)
- The ICE Detainee Locator (locator.ice.gov) to help families locate detained family members.
- Legal aid organizations, accredited immigration representatives, and other resources.

C. Release of Students When Parents Are Unavailable

In the event a student's parent or guardian has been detained or deported, AIMS shall use the student's emergency contact information and release the student to the person(s) designated as

emergency contacts, or to any individual who presents a valid Caregiver's Authorization Affidavit.

AIMS shall contact a child protective services agency only if it is unable, after exhausting all emergency contact information and other parental instructions, to arrange timely care for the student.

VIII. Responding to Hate Crimes and Bullying

A. Anti-Discrimination, Anti-Harassment, and Anti-Bullying Policy

AIMS prohibits discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status, as required by Education Code Section 234.1. This prohibition extends to defacing or damaging a student's property and to threats or use of force based on national origin, ethnicity, or immigration status.

AIMS shall publicize its anti-discrimination, anti-harassment, and anti-bullying policies to students, parents, employees, and the general public. These materials shall be translated into the primary language of families when 15% or more of students enrolled speak a single primary language other than English.

AIMS shall educate students about the negative impact of bullying based on actual or perceived immigration status or religious beliefs or customs.

B. Complaint Process

AIMS shall maintain a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or association with a person having any of these characteristics.

The complaint process shall include:

- A requirement that school personnel who witness discrimination, harassment, intimidation, or bullying shall take immediate steps to intervene when safe to do so.
- A timeline to investigate and resolve complaints.
- An appeal process for complainants who disagree with the resolution.
- Confidentiality safeguards for immigration status information.
- A prohibition on retaliation against persons who file complaints.

All complaint forms shall be provided in the primary language of families when 15% or more of students speak a single primary language other than English.

C. Know Your Rights Notification

AIMS shall notify parents and guardians of their children's right to a free public education regardless of immigration status or religious beliefs. This notification shall include the California Attorney General's "Know Your Educational Rights" checklist and shall be posted at administrative offices and on all school and district websites in every language provided by the Attorney General. (Ed. Code § 234.7(e)(1)(C).) The checklist shall be updated within AIMSyear following any update published by the Attorney General. AIMS will also have prominent, translated signage displayed at all school sites assuring families of protection of these rights.

IX. Training and Designated Staff

A. Staff Training

AIMS shall provide training to all teachers, administrators, and staff regarding:

- This policy and all applicable federal and California law, including Education Code § 234.7, FERPA, and the Values Act (SB 54).
- How to respond to a request by an immigration enforcement officer to visit a school site, access a student, or review school records.
- How to identify ICE administrative warrants versus judicial warrants, and the different responses required.
- Students' right to a free public education regardless of immigration status.
- Bullying-prevention strategies and reporting obligations.

Training shall be ongoing and updated as the law changes.

B. Immigrant Affairs Liaison

To the extent feasible, AIMS shall designate their Community Schools Manager to serve as an Immigrant Affairs Liaison to:

- Facilitate staff training programs.
- Provide general, non-legal information and referrals to families.
- Assist with communications between AIMS, families, and other stakeholders.

C. Legal Counsel

AIMS shall maintain an after-hours contact procedure for reaching legal counsel, to ensure that any request for access to school sites or student information can be promptly reviewed. Legal counsel shall be consulted before AIMS responds to any warrant, subpoena, or court order related to immigration enforcement.

X. Reporting to the Board of Directors

Any AIMS official or administrator who receives a request from an officer or employee of an agency conducting immigration enforcement for access to a school site or for any student, family, or employee information shall report the request to the Superintendent. The Superintendent shall submit a timely written report to the AIMS Board of Directors regarding any such requests and the School's response. Such reports shall be handled in a manner that protects the confidentiality of potentially identifying information. (Ed. Code § 234.7(b).)

XI. Policy Maintenance, Submission, and Review

AIMS shall maintain this policy and make it available to the California Department of Education upon request. This policy and any equivalent implementing policies shall be submitted to the California Department of Education portal at: https://www3.cde.ca.gov/ImmigrationEnforcementPolicy/iepolicy.aspx?r=lea on or before March 1, 2026, or as soon thereafter as the Board adopts this policy.

AIMS may be subject to monitoring and auditing by the California Department of Education to ensure policies are in compliance with Education Code Section 234.7.

This policy shall be reviewed and updated annually, or more frequently as changes in federal or California law require. The Board shall adopt any necessary revisions in a timely manner.

XII. Stronger Protections

Nothing in this policy prohibits the AIMS Board of Directors from establishing stronger standards and protections for students and families than those set forth herein, to the extent permitted by federal and state law. (Ed. Code § 234.7(e).)

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

CERTIFICATION OF ADOPTION

This policy was duly adopted by the Board of Directors of AIMS K-12 College Prep Charter District at a regular or special meeting held on:

Date of adoption: _____

Board Chair signature: _____

Board Chair printed name: _____

Executive Director / Superintendent: _____

This policy supersedes any prior AIMS policy on the same subject matter.

Appendix A: Quick Reference for Staff

When an immigration enforcement officer arrives at an AIMS school site:

Step 1 - Immediately Notify

Notify the Superintendent or designated AIMS administrator as soon as possible.

Step 2 - Do Not Grant Access

Do not allow the officer into any nonpublic area (classrooms, offices, hallways, enclosed grounds) unless they present a valid judicial warrant signed by a federal judge.

Step 3 - Ask for Credentials

Politely ask for the officer's name, badge number, agency, and supervisor's contact information. Request any documentation they have. Make copies.

Step 4 - Identify the Type of Document

- ICE administrative warrant (I-200 / I-205): Does NOT grant authority to enter nonpublic areas or access records. Do not consent. Contact legal counsel.
- Federal judicial warrant (AO 93 or AO 442): Compliance is generally required. Consult legal counsel immediately if feasible.
- Any subpoena: Immediate compliance is not required. Contact legal counsel.

Step 5 - Consult Legal Counsel

Before producing any records or information, consult AIMS legal counsel.

Step 6 - Notify Parents

Immediately notify the student's parent or guardian if the officer requests or accesses a student for immigration enforcement purposes, unless a valid judicial warrant or court order prohibits such notification.

Step 7 - Document Everything

After the encounter, write detailed notes of all interactions. Forward notes and copies of all documents to the Superintendent and legal counsel.

Step 8 - Report to DOJ

Email BCJ@doj.ca.gov to report any attempt by an officer to access a school site or student for immigration enforcement purposes.

Appendix B: Legal Authority and Reference

This policy is grounded in the following legal authorities:

Federal Law:

- U.S. Constitution, Fourth Amendment (protection against unreasonable searches and seizures)
- U.S. Constitution, Fourteenth Amendment (equal protection)
- Plyler v. Doe, 457 U.S. 202 (1982) (right of undocumented children to public education)
- Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g
- McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11432

California Law:

- California Constitution, art. I, § 28 (right to safe, secure, and peaceful schools)
- Education Code §§ 200, 220, 234.1, 234.7 (as amended by AB 495, AB 49, AB 419, 2025)
- Education Code §§ 48002, 48200, 48204.1, 48906, 49061, 49063, 49073–49076
- California Values Act (SB 54), Government Code §§ 7282–7284.8
- Government Code § 7285.1 (nonpublic areas of places of labor)
- Government Code § 7285.2 (employee records)
- Civil Code § 51 (Unruh Civil Rights Act)
- Civil Code § 1798.3 (definition of personal information)
- Family Code §§ 6550, 6552 (Caregiver's Authorization Affidavit)
- Probate Code §§ 1502, 2105 (guardianship)
- Penal Code §§ 422.55, 422.6, 422.93, 627.1–627.6 (hate crimes; school visitor registration)

Key Resources:

- California Attorney General Model Policies (December 2025): https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf
- California Department of Education Immigration Policy Portal: https://www3.cde.ca.gov/ImmigrationEnforcementPolicy/iepolicy.aspx?r=lea
- CDE Including Immigrant Families: https://www.cde.ca.gov/ls/pf/if/
- Bureau of Children's Justice (report enforcement attempts): BCJ@doj.ca.gov
- ICE Detainee Locator: https://locator.ice.gov/odls/#/search

Coversheet

Declaration of Need for Fully Qualified Educators

Section: IV. Action Items
Item: F. Declaration of Need for Fully Qualified Educators
Purpose: Vote
Submitted by:
Related Material: DON AIPCS II.pdf
DON. AIMS HS AIMS MS 26.27 (2) (1).pdf

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

Submitter Information

Full Name: Jimmie Brown
Position/Title: Director of Compliance/HR
Department: HR/Compliance

Item Details

Title of Item: DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS: AIPCS
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

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

If no: Explain why:

Deadline Information

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

Financial Information (if applicable):

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

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: AIMS K-12 College Prep Charter District District CDS Code: 01-10017-011436

Name of County: Alameda County Office of Education County CDS Code: 01-61259-611380

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 05/19/26 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Marco Menendez	Marco Menendez	Executive Director
Name	*Signature*	*Title*
	5108938701	05/19/2026
Fax Number	*Telephone Number*	*Date*

171 12th Street, Oakland CA, 94607
Mailing Address

Marco.Menendez@aimsk12.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

Powered by BoardOnTrack

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on 5/19/26, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2027.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	4
Bilingual Authorization (applicant already holds teaching credential)	0
List target language(s) for bilingual authorization: _____	
Resource Specialist	0
Teacher Librarian Services	0
Emergency Transitional Kindergarten (ETK)	0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	9
Special Education	
TOTAL	11

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	1
Business		Physical Education	
Dance	1	Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science	2	Science: Physics	
Health	1	Social Science	2
Home Economics		Theater	1
Industrial & Technology Education		World Languages (specify)	1

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ◉ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? ☑ Yes ☐ No

If yes, how many interns do you expect to have this year? 16

If yes, list each college or university with which you participate in an internship program.

REACH University

Moreland University, CalState East Bay,

Alliant International University, Dominican University

If no, explain why you do not participate in an internship program.

_____

_____

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

Submitter Information

Full Name: Jimmie Brown
Position/Title: Director of Compliance/HR
Department: HR/Compliance

Item Details

Title of Item: DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS: AIMS
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

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

Deadline Information

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

Financial Information (if applicable):

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

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: AIMS College Prep Charter District District CDS Code: 0161259

Name of County: Alameda County CDS Code: 0111856 (HS)/611

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 05/19/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Marco Menendez	Marco Menendez	Interim Executive Director
Name	*Signature*	*Title*
	510-893-8701	05/19/2026
Fax Number	*Telephone Number*	*Date*

171 12th St Oakland, CA 94607
Mailing Address

Marco.Menendez@aimsk12.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

Powered by BoardOnTrack

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	9
Bilingual Authorization (applicant already holds teaching credential)	0
List target language(s) for bilingual authorization: _____	
Resource Specialist	0
Teacher Librarian Services	0
Emergency Transitional Kindergarten (ETK)	0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	12
Special Education	0
TOTAL	12

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	2
Art	1	Music	0
Business	0	Physical Education	1
Dance	0	Science: Biological Sciences	1
English	3	Science: Chemistry	0
Foundational-Level Math	0	Science: Geoscience	0
Foundational-Level Science	1	Science: Physics	0
Health	1	Social Science	2
Home Economics	0	Theater	0
Industrial & Technology Education	0	World Languages (specify)	0

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ◉ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? ☐ Yes ☐ No

If yes, how many interns do you expect to have this year? 15

If yes, list each college or university with which you participate in an internship program.

Moreland University, Reach University, Alliant International University, University of SF, Cal State East Bay, Dominican University of California

If no, explain why you do not participate in an internship program.

N/A

Coversheet

SPED Assessment Update

Section: V. Non-Action Items
Item: B. SPED Assessment Update
Purpose: FYI
Submitted by:
Related Material: AIMS Special Education Program Review Report.pdf

AIMS Special Education Program Review: Key Findings & Recommendations

Comprehensive Analysis and Strategic Recommendations

Introduction

This report was prepared by Gini Sanders and Devon McNeeley of Seneca Family of Agencies for AIMS leadership and board oversight of the school's special education program. Seneca is a nonprofit organization headquartered in Oakland, California, with extensive programming rooted in an Unconditional Education approach.

AIMS requested this review as part of a broader effort to build a more sustainable and compliant program with the goal of building and strengthening systems so that services are delivered in alignment with IEP requirements, best-practice processes and procedures are implemented consistently, and the organization is well-positioned to maintain operations and support charter renewal.

The facilitators spent two full days on AIMS campuses, visiting all three schools. They conducted 10 focus groups that included middle and high school students, special education case managers, general education teachers, school and district leadership, related service providers, and families. These conversations were designed to surface cross-group themes about what is working, where systems break down, and what would most improve consistency for students, staff, and families.

The intent of this report is to provide a clear, evidence-informed picture of strengths, challenges, and priority opportunities that affect student access, compliance, service delivery, family trust, staff sustainability, and equitable outcomes across the three schools.

In addition to focus groups, they conducted an audit of 30 IEPs and reviewed existing data and materials to better understand the current landscape of the general education program and the systems that interact with special education (e.g., referral process, meeting structures, documentation practices, and service delivery models). Together, these sources provide complementary perspectives: focus groups highlight lived experience and implementation realities, while the IEP audit provides a snapshot of documentation and alignment.

Findings are presented as cross-group themes and organized into the five focus areas requested by AIMS: **compliance; service delivery and meetings; family engagement; staff training; and equity and disproportionality**. While this report elevates patterns and risks for leadership and board consideration, it is also intended to be practical and helpful by highlighting high-leverage opportunities to improve reliability while preserving the relational strengths repeatedly named across stakeholder groups.

Key Findings at a Glance

Across focus groups, participants described a special education program with clear relational strengths, caring staff, and examples of meaningful student growth, but also shared significant systems challenges that impact consistency, compliance, and trust. Students and adults consistently named trusted relationships and caring staff as a key protective factor. Staff also described strong investment in doing well and hope for the future, even while reporting feeling unsupported and unsure of what to do within inconsistent systems. Many shared excitement and appreciation that AIMS asked for external support with special education and focus group participants expressed hope about the outcome of this report and its recommendations. The addition of Mx. Peacock, Special Education Program Manager, was repeatedly named as a strength for building a more sustainable special education program at AIMS. At the same time, families, staff, teachers, and students described uneven experiences that suggest the need for stronger systems, clearer communication, and more consistent access to services and supports. The findings below reflect recurring qualitative themes.

Focus Area	Strengths	Challenges
Compliance	some improvement in communication, meeting coordination, and family understanding of the special education process	ongoing concerns with timelines, documentation, implementation of IEPs, and limited student understanding of their plans
Service Delivery & Meetings	caring relationships, meaningful student growth, helpful classroom supports, and some strong collaboration structures	inconsistent delivery due to staffing shortages, turnover, budget constraints, coordination problems, and unmet academic and behavioral needs
Family Engagement	many families described staff as accessible, communicative, and open to partnership	inconsistent communication across providers, limited proactive outreach, and a need for more culturally responsive engagement throughout the year
Staff Training	strong staff commitment, helpful individual staff members, and some productive cross-role collaboration	unclear roles, staff turnover, inconsistent collaboration, and a need for more practical training, coaching, and shared understanding across teams
Equity & Disproportionality	signs of belonging, representation, inclusion, and student aspirations across the school community	concerns about placement, access to supports and pathways, disability awareness, ELL overlap, transitions, and uneven student experiences

Synthesis of Focus Areas

Focus Area 1: Compliance

The compliance domain focuses on how well AIMS' special education systems and practices align with the legal and procedural requirements intended to protect students with disabilities and ensure they receive appropriate services and supports. Through focus groups and related information gathering, this portion of the report was designed to understand how compliance is experienced in practice including the timeliness of evaluations and IEPs, implementation of services and accommodations, quality of documentation, family participation, coordination of meetings, and the extent to which students, families, and staff understand and can navigate the special education process.

Strengths

Compliance strengths center on early signs of stronger systems and clearer communication. Participants noted improving coordination around meetings and follow-through, growing access to information and structures that support special education services, and stronger accountability from leadership. Families also described clearer explanations of the special education process, and students showed some emerging awareness of their supports, suggesting a foundation for stronger understanding and ownership over time.

Challenges and Barriers

Compliance challenges centered on inconsistency, weak systems, and risk. Participants described ongoing concerns with delayed evaluations, late IEP updates, and meetings not being held, alongside disorganized documentation, unclear ownership, and weak follow-through. They also identified gaps in implementation, including missed services, mismatches between required supports and available staffing, weak transition planning, and limited student understanding of or participation in their own plans.

Theme	Challenges/Barriers Identified
Timelines and legal risk	• Evaluation/IEP meetings not being held on time, re-evaluations late, and delays tied to unclear scheduling/accountability are not isolated and are present across schools and case managers
Disorganized systems and documentation	• Disorganized files, inconsistent "IEP-at-a-glance" availability (especially for general education teachers), and limited access to IEP/evaluation documentation for relevant staff and families
Dependency on individuals' systems and processes	• Lack of standardized processes across special education staff creates uneven practice and reduced reliability

Theme	Challenges/Barriers Identified
	• Each case manager appears to have their own way of tracking, monitoring and scheduling, which causes confusion and inconsistency
Procedural integrity concerns show up in family comments	• Concerns from families reveal paperwork translations not completed, signatures/attendance questions being unanswered, and a widespread perception that paperwork is delayed or incomplete
Implementation gaps	• Mismatches between required minutes and available staffing, students being missed for services, limited transparency, and inconsistent responsiveness to teacher input about accommodations and needs
Transition planning weaknesses	• Limited implementation of transition goals and post-secondary planning • Insufficient coordination between middle and high school when students transition from 8th to 9th grade
Limited student ownership	• Many students have limited understanding of their IEPs or support plans, and only a few reported participating in meetings

Summary Priorities

Compliance recommendations center on strengthening system reliability, accountability, and routine oversight across campuses. Priority areas for action include:

- Create a centralized tracking of timelines
- Clarify meeting and documentation workflows
- Strengthen quality-control practices
- Standardize meeting documentation
- Improve signature and attendance follow-up
- Establish a shared file structure and naming convention

Focus Area 2: Service Delivery and Meetings

The service delivery and meetings domain focuses on how special education supports are experienced in practice; both in the day-to-day delivery of services and in the formal and informal meetings that are housed within special education. Through focus groups and related information gathering, this portion of the report was intended to understand the consistency, quality, and accessibility of supports, including how services are provided across settings, how meetings are scheduled and experienced, how staff collaborate around students, and whether students and families experience these systems as responsive, coordinated, and supportive of their needs.

Strengths
Service delivery and meeting strengths were rooted in relationships, responsiveness, and the presence of supports that help students access school more successfully. Participants described caring adults, trusted relationships, and positive peer connections as central strengths, alongside examples of meaningful student growth and responsive support during times of need. They also noted helpful collaboration structures, including provider meetings and shared notes, that support continuity and coordination. In classrooms, instructional assistants, special education staff, and flexible service models such as push-in, pull-out, and 1:1 support were described as valuable when available. Students themselves also identified strategies, supports, and routines that help them learn, reflecting both resilience and growing engagement.

Challenges and Barriers
Challenges related to service delivery and meetings reflected inconsistency across systems, staffing, and student experience. Participants described fragmented coordination, confusing processes, staffing shortages, turnover, and budget constraints that make it difficult to provide services consistently and effectively. Families raised concerns about virtual and uneven services, teachers pointed to gaps in behavior support and practical classroom guidance, and students described stress, limited belonging, difficulty accessing help, and learning environments that do not always meet their needs.

Theme	Challenges/Barriers Identified
Inconsistent systems and coordination	• Service delivery is affected by inconsistent communication, uneven collaboration, unclear prioritization, referral process confusion, and weak follow-through across teams
Concerns with virtual and uneven services	• Families raised concerns about virtual and outsourced services, inconsistent responsiveness, and supports that did not always match student needs
Service delivery schedules and process barriers	• Difficult service schedules, limited push-in support, last minute schedule changes and reduced coverage make it hard to deliver services consistently and efficiently
Meeting scheduling and required participation are unreliable	• Difficulty securing required team members for meetings, unclear accountability for coverage/attendance, and meeting timing & scheduling are unpredictable

Staffing and sustainability pressures	• Staffing shortages, turnover, uneven provider quality, limited contracted hours, budget constraints, and restricted coverage create major barriers to consistent support
Need for more practical classroom support	• Teachers want clearer accommodation guidance, stronger collaboration, more individualized supports, and more time and structures to support students effectively
Behavior support challenges	• Teachers described significant concerns with behavior systems, including inconsistent protocols, weak follow-through, and insufficient supports for students with more intensive needs
Student experience gaps	• Students described inconsistent access to help, low-engagement grouping practices, academic language that feels too difficult, limited opportunities for movement and breaks, and classroom environments affected by noise and large class sizes • Some students were described as overwhelmed, anxious, or struggling with transition, belonging, and the need for more individualized support
MTSS/SST processes are experienced as slow and unclear	• lack of streamlining processes, reports of referrals "disappearing" or extremely long delays (months from referral to any follow up, if any at all) • Despite efforts to renew the process, staff are still reporting difficulties receiving follow-up communication regarding their concerns

Summary Priorities

At a high level, service delivery and meeting recommendations focus on improving predictability, role clarity, and coordination, so supports are delivered more consistently across campuses. Priority areas for action include:

- Establish protected collaboration time
- Develop shared service schedules
- Clarify meeting workflows
- Strengthen classroom routines to support inclusion

Focus Area 3: Family Engagement

The family engagement domain focuses on how families experience communication, partnership, and participation within AIMS' special education system. Through focus groups and related information gathering, this portion of the report was intended to understand whether families feel informed, welcomed, and able to engage meaningfully in the process, including communication with staff, participation in meetings, responsiveness to family questions and concerns, and the extent to which engagement practices are accessible, consistent, and culturally responsive.

Strengths
Family engagement strengths centered on accessibility, partnership, and a welcoming school culture. Families described many staff as easy to reach and open to communication, and several comments reflected a sense of positive partnership and responsiveness. Participants also described families as present, engaged, and increasingly comfortable asking questions and using their voice in the process.

Challenges and Barriers
Family engagement challenges centered on inconsistency in communication and barriers to sustained partnership. Families described uneven communication across providers, limited proactive outreach, and a need for more regular updates and clearer points of contact. Participants also noted practical barriers to engagement, including parent availability, transition-related communication needs, and the importance of more culturally responsive communication that reflects the experiences of multilingual and multicultural families.

Theme	Challenges/Barriers Identified
Inconsistent experiences and communication	• Family experiences vary widely, with some describing strong support and others reporting major breakdowns • Uneven communication across providers, staff changes without clear notice, infrequent updates, unclear points of contact
Need for more proactive outreach	• No clear beginning-of-year connection, lack of communication cadence, need for concrete guidance for supporting student motivation and engagement • Families experience long wait times in getting their concerns addressed (i.e. medical needs, obtaining records, AAC support), late IEPs/re-evals, and delayed awareness of supports their child is receiving at school
Barriers to family participation	• Family & school availability for meetings, lack of notice/communication to families regarding meetings, inconsistent family notification within MTSS and special education processes, transition and postsecondary communication gaps

Culturally responsive engagement needs	• Stigma related to special education, multilingual and multicultural family contexts, need for more individualized family communication • Incomplete or delayed translation/interpretation of special education documents
Service delivery model affects family perception	• Some families request in-person speech/occupational therapy services and report concerns about virtual services leading to increased screen time, additional time out of class and impacted functional benefit for students

Summary Priorities

Family engagement recommendations focus on building trust through more predictable communication, clearer meeting processes, and stronger language access. Priority areas for action include:

- Establish shared response-time expectations
- Standardize meeting preparation and follow-up practices
- Implement a reliable system for tracking interpretation and translation needs
- Create a consistent process for tracking and resolving family concerns

Focus Area 4: Staff Training & Role Clarity

Staff training and role clarity domain focuses on how well staff understand their responsibilities, how clearly roles and expectations are defined across teams, and whether staff have the training, tools, and support needed to serve students effectively. Through focus groups and related information gathering, this portion of the report was intended to uncover how staff experience collaboration, communication, professional learning, and day-to-day implementation, with particular attention to whether systems and supports help staff work together effectively in meeting student needs.

Strengths
Strengths in staff training and role clarity centered on strong staff commitment, helpful relationships, and early signs of more productive collaboration. Participants described staff as communicative, proactive, and invested in students, with families naming staff who set high expectations and built trust, and teachers highlighting instructional assistants, special education leaders, and other key staff as meaningful supports. Students also pointed to trusted adults and supportive interactions with staff, reinforcing that relationships are a clear strength in how support is experienced across the school.

Challenges and Barriers
Challenges in staff training and role clarity centered on unclear expectations, inconsistent collaboration, and limited practical support for staff across roles. Participants described confusion about responsibilities, uneven communication and consultation, and the impact of turnover on trust, continuity, and effective teamwork. They also pointed to a need for more practical, ongoing training and coaching—especially training that helps staff translate expectations into classroom practice and build stronger shared understanding between general education and special education teams.

Theme	Challenges/Barriers Identified
Unclear roles and expectations	• confusion about responsibilities, scheduling ownership, consultation practices, and role definitions across teams
Inconsistent collaboration and communication	• weak coordination across general education, special education, and administration; uneven feedback, structure, and long-term vision
Turnover and trust	• staff inconsistency, difficult working relationships, and reduced continuity for families and teams
Need for practical, job-embedded training	• more coaching, tools, and immediately applicable strategies for academics, behavior, and classroom implementation • stable and caring IAs, but unclear boundaries and insufficient preparation for high-needs students • no clear structured on-boarding process, ongoing supervision and coaching or mentorship by a lead teacher
Gap in shared understanding of special education	• stronger general education understanding needed around accommodations, shared responsibility, disability awareness, and effective support for students

	• some general education teachers resist accommodations or feel modifications are not their responsibility or have limited experience with disabilities or lack understanding their role within special education when providing instruction to a student with an IEP
Preference for relevant, discussion-based professional learning	• less information-heavy PD; more ongoing collaboration grounded in campus context and applicable practices
Behavior/safety supports are outpacing current capacity	• Requests for Crisis Prevention Institute training/de-escalation/ABA-informed strategies; concerns about students eloping, bullying, and their general safety were repeatedly named • No clear disciplinary protocol, documentation or follow-up to appropriate staff • Lack of documentation and communication with special education staff prevents school from upholding manifestation determination meetings and requirements

Summary Priorities

Staff training recommendations focus on building practical, consistent staff capacity to support students with disabilities across settings. Priority areas for action include:

- Implement a “Special Education 101” onboarding for all new AIMS staff
- Provide classroom-based training on IEP implementation and de-escalation practices
- Clarify IA roles and responsibilities
- Standardize MTSS/SST processes

Focus Area 5: Equity & Disproportionality

The equity and disproportionality domain focuses on whether students experience fair, inclusive, and responsive access to special education supports across the school system. Through focus groups and related information gathering, this portion of the report was intended to uncover how issues of belonging, representation, placement, access to opportunities, and consistency of support may be experienced across student groups, with particular attention to whether patterns in services, pathways, or school experiences may suggest equity concerns that warrant closer review.

Strengths
Strengths related to equity and disproportionality centered on belonging, representation, and inclusion. Families and students described a school culture where representation matters, where some students experience respectful inclusion and positive peer interactions, and where access to electives, friendships, and future aspirations reflects important strengths in how students see themselves and their possibilities. Although explicit discussion of equity strengths was limited, these examples point to meaningful assets in school culture and student experience.

Challenges and Barriers
Challenges related to equity and disproportionality centered on uneven access, placement concerns, and inconsistency in how student needs are understood and supported. Participants raised concerns about whether students with disabilities, multilingual learners, and students with more intensive or transitional needs are experiencing equitable access to supports, pathways, and belonging across settings. Specific examples included concerns about clustering students with disabilities, limited AP and postsecondary pathways, overlap between English learner identification and special education, and environmental conditions that may affect comfort and learning.

Theme	Challenges/Barriers Identified
Uneven access and belonging	• Inconsistent access to care, responsive support, and a sense of belonging, especially for students with more intensive or transitional needs
Placement and pathway concerns	• Students with IEPs clustered in one classroom, pull-out services increasing and inclusion practices are inconsistent, raises least-restrictive-environment and access concerns • confusion around honors/AP constraints and questions about appropriate placement/supports for students, which suggests a need to align access with meaningful supports and student goals
Disability awareness and inclusive support	• reports of bullying related to disability, confidentiality concerns when students' personal situations are discussed publicly, and inconsistent behavior protocols that may undermine student belonging • Need for stronger shared understanding of disability, accommodations, and equitable support within general education settings

ELL and special education overlap	• Confusion between language acquisition and disability-related needs, high numbers of students identified in both systems, need for clearer differentiation
Systems and environment that may reinforce inequity	• Inconsistent referral pathways, unclear prioritization, uneven systems, and school conditions that affect comfort and learning

Summary Priorities

Equity and disproportionality recommendations focus on making identification, placement, and access decisions more consistent, data-informed, and student-centered across campuses. Priority areas for action include:

- Conduct regularly scheduled reviews of equity and Least Restrictive Environment indicators
- Establish clearer decision rules to distinguish language acquisition from disability-related need
- Monitor classroom clustering, bullying concerns, and access to rigorous coursework on a regular basis

IEP Audit Findings

An IEP audit was completed for 30 randomly selected students across elementary, middle, and high school sites. The Seneca assessment team reviewed student files for:

- Compliance with IEP timelines and regulations related to plan development
- Provision of assigned service delivery by appropriately credentialed personnel
- Use of data informed practices to guide services and goal integrity

Detailed findings of the audit will be included with this report. A summary of overarching themes and solutions in the form of action steps is provided below.

Theme	Action Step
IEPs not consistently happening within required yearly timeframe	• Create a singular shared tracker for each school level e.g., elementary, middle school and high school with student timelines including upcoming IEPs, evaluations and service providers • Implement a shared calendar system to improve visibility of staff availability and support timely meeting scheduling • Establish preferred meeting days and times for special education meetings
IEPs left open and unaffirmed	• Conduct a comprehensive audit of all IEPs and prioritize affirming and closing overdue records
Electronic signatures missing from IEPs	• Implement a weekly review for follow up process for outstanding electronic signatures to support timely affirmation and closure of IEPs • Dedicate time during weekly special education meetings to review upcoming timelines and signature status
Progress notes lacking quantitative data and noted breaks in progress monitoring reporting	• Conduct a leadership review of progress reports for completeness, data quality and alignments before sending them to families
Conflicting IEP dates and service detail errors	• Conduct a leadership quality assurance review before affirming all IEPs to correct any date errors and ensure that goals and service frequency are complete and correct

Recommendations by Focus Areas

Focus Area 1: Compliance Recommendations

Build sustainable compliance systems:

- A single shared resource (spreadsheet) for standardizing practices for due dates/meeting requirements
- A clear owner for scheduling all meetings, and shared access to school members calendars for ease of scheduling
- Complete a protocol to standardize documentation expectations: sending drafts to families, procedural safeguards, final copies, and follow up on electronic signatures. Include a clear process for language translation when needed within the routine

Establish a "compliance tracker" spreadsheet:

- Each school should have a single spreadsheet that captures compliance pieces of the entire special education caseload such as IEP annuals dates, triennials, initial evaluations, amendments, progress report due dates, pending consents and any other tasks that need to be monitored or completed on a timeline
- Case managers contribute and update the tracker regularly
- Manage of Special Education regularly reviews this for accuracy and completion
- Review this document regularly in scheduled special education collaboration meetings

Standardize file expectations:

- Create a consistent shared electronic storage location and naming convention, so documentation can be produced quickly if requested. This could include special education caseload spreadsheets, meeting documentation expectations, and shared special education resources (i.e., shared resources for modification and accommodations for students)
- Create a required "IEP-At-A-Glance" packet that ensures essential student supports and plans are accessible to staff in a timely manner following meetings and/or before they begin working with students with IEPs

Implement a language access routine:

- Develop a clear request process for interpretation/translation needs, turnaround expectations, and a tracking log so translated documents are completed and delivered to families consistently

Run a monthly internal audit:

- Conduct a monthly internal audit focused on highest-risk items (timelines met, required participants, meeting notes/PWN where applicable, progress reporting, translation documentation) and use results to inform coaching, corrective actions and systems improvement

Behavior incident documentation and response coordination:

- Implement a consistent process for logging behavioral incidents across campuses
- Clarify communication pathways between disciplinary and special education staff following behavioral incidents
- Establish a review process to ensure Manifestation Determination meetings occur

when required
- Create clear referral pathways for Functional Behavior Assessments (FBAs) when behavior patterns indicate a need
- Define staff roles and follow-up expectations for behavior documentation, communication and next steps

Focus Area 2: Service Delivery & Meetings Recommendations

Build predictable collaboration routines:
- Establish a standing weekly special education team meeting and protect this time for applicable staff to review compliance, share resources and promising practices and engage in collaborative problem solving or case consultations
- Establish a regularly set meetings or planning blocks per grade/content team that is protected for planning and collaboration between special education case managers and IAs, and on between special education case managers and general education teachers
- All meetings should include a set agenda, identified meeting roles (facilitator, note taker, timekeeper, etc.), and opportunities for all meeting participants to engage in the conversation

Service Delivery Scheduling:
- Develop schedules in collaboration with case managers and service providers to eliminate scheduling conflicts
- Publish service schedules (by campus) on shared electronic drive for visibility and transparency
- Schedules should include providers/IAs services and where push-in/pull-out occurs to increase visibility and decrease confusion
- Changes in schedules should be communicated to general education teachers so they are aware and can make adjustments as necessary

Create and implement service delivery expectations:
- Define when co-teaching, push-in and pull-out services should be used based on student need, IEP goals and LRE
- Clarify staff roles within each model, including what is expected of the general education teacher, special education teacher, instructional assistant, and related service provider
- Set expectations for planning, communication, and follow-up so staff coordinate before services, adjust support during instruction, and document next steps afterward
- Establish what high-quality implementation looks like in each model, including active instructional support during co-teaching/push-in and purposeful, goal-aligned instruction during pull-out

Rebuild inclusion through Tier 1 supports:
- strengthen classroom management/behavior systems and coaching so push-in is feasible; monitor clustering and pull-out trends for LRE impact
- Define the “Tier 1 minimum standard” for inclusive classrooms (posted routines, behavior expectations, accommodation implementation basics, and a predictable response when students escalate)

- Prioritize classroom-based coaching (not just PD) for the highest-need classrooms/grades, focused on universal design, lead teacher mentorship within each classroom, behavior prevention, and practical accommodations
- Create an "arrival/onboarding" protocol for students with intensive needs (first 10 days plan): staffing coverage, safety plan review, classroom supports, and family communication check-ins

Transition Planning:
- Establish a transition handoff routine between middle and high school for students with IEPs (spring handoff meetings, key needs summary, and service model confirmation before schedules are finalized)

Define and publish a meeting scheduling workflow:
- Create a standardized practice around who initiates scheduling meetings, who sends invites, required participants, an understanding of roles within meetings (meeting facilitator, LEA rep, etc.), and contingency plans when unexpected issues arise
- Establish preferred meeting days and times for special education meetings and attempt to keep meetings within those timeframes (except for families' scheduling needs requires alternative days or times)
- Assign LEA representatives by grade band/campus/or another consistent structure, require each LEA representative to arrange coverage when they cannot attend and provide training to all LEA reps so they understand the responsibilities of the role

Focus Area 3: Family Engagement Recommendations

Develop and implement a family communication standard:
- Outline family communicate standards including who responds to requests/questions/concerns, expected response times, preferred channels, and what families can expect before/after special education meetings
- Ensure IEPs, evaluations and all required documents (i.e. procedural safeguards) are sent to the families in a way that is accessible to them
- Establish communication frequency guidelines to build relationships (i.e. reach out to families 3x per year vs just 1x during annual IEP meeting)

Create a "meeting logistics" process:
- Develop a standardized process that outlines steps around communication with families around meeting scheduling, facilitation and follow up
- Families should be informed about the purpose of the meeting and provided with a draft agenda ahead of the meeting
- All meeting participants and interpretation needs should be confirmed ahead of the meeting

Language access for families:
- Staff should proactively ask families around interpretation needs rather than waiting for families to request it
- Staff should track interpreter/translation requests to completion
- Provide training for staff on using interpreter services and best practices in communicating with families when services are needed (i.e. look at the family member, not the interpreter, etc.)

Clear management of concerns:

- Implement a simple concern-tracking log (date, concern, owner, next step, resolution) so families receive follow-through and leadership can see patterns
- Ensure clarity around who to go to for what (i.e. transportation issues go to Operations, concerns with discipline go to the Dean, etc.)

Develop family-friendly documents:

- Develop family-friendly documents to give to families to increase their understanding of the process or requirements (i.e. outlining the special education process in simple steps, differences between IEP vs. 504, etc.)

Culturally Responsive Communication:

- Provide staff training on culturally responsive communication, stigma awareness, and inclusive family engagement practices
- Leverage trusted staff, interpreters, and cultural liaisons to strengthen connection with multilingual and multicultural families
- Collect and review family feedback regularly to improve engagement practices over time

Focus Area 4: Staff Training & Role Clarity Recommendations

Review and revise current professional development practices:

- Develop a yearlong scope and sequence for special education topics to be covered during protected professional development time
    - Recommended priority topics for professional development include:
        - Classroom-based IEP implementation (modifications and accommodations)
        - Behavior management and de-escalation techniques (consider a formal curriculum such as Crisis Prevention Institute)
        - Mandated reporting
        - Best practices when using interpretation services
        - Supporting multi-language learners
        - Multi-tiered System of Supports (MTSS)
- Draw on internal expertise and existing AIMS partners before engaging in outside facilitators
- Take advantage of trainings and support offered by AIMS SELPA

Review and develop onboarding guidelines:

- Develop an onboarding guide for new case managers and instructional assistants that outlines key responsibilities, systems and expectations
- Create a “Special Education 101” training for all new staff at AIMS that covers topics such as roles, confidentiality, accommodation vs. modification, and the referral/MTSS/SST pathway and special education processes and timelines.

Define and adequately train Instructional Assistants:

- Clearly define the role of instructional assistants, including core responsibilities, role boundaries, and expectations across settings
- Provide ongoing training and recurring skill-building for instructional assistants using real student profiles and practical topics such as communication supports, safety, prompting, data collection, and de-escalation

Clarify MTSS/SST decision rules:

- Develop a one-page flowchart of the process, specifically if a student is referred from MTSS to special education what that hand off looks like and who is responsible for what

Create Special Education related resources shared folder:

- Create a shared electronic folder with organized topics that can be accessible for all staff
- Resources could include graphic organizers, behavior charts, modification how to guides, informational documents, community resources, slide decks from previous trainings, etc.

Coaching and Supervision:

- Develop a cadence for ongoing and regular supervision or coaching by the Special Education Program Manager or Lead Case Manager to review compliance and quality of services, engage in collaborative problem solving for any current issues and teach/practice skills to enhance their competency and effectiveness

Leadership Capacity:

- Create professional goals and objectives for the Special Education Program Manager with access to professional development funds and time to complete additional trainings
- Explore securing a consultant or mentor for the Special Education Program Manager as they grow in their goal and take on more responsibility for strengthening systems and practices at AIMS

Focus Area 5: Equity & Disproportionality Recommendations

Monitor equity and LRE indicators as part of routine problem-solving:

- Ensure identification, placement, and inclusion supports are consistent and transparent across campuses.

Establish a quarterly equity/LRE review that examines:

- Identification rates (EL vs. disability), placement patterns, classroom clustering, and discipline/incident data for students with disabilities.

Create clear decision rules for ELL vs. Disability:

- Establish clear decision rules for distinguishing language acquisition from disability-related need, including required data sources and team members, so evaluation referrals are consistent and defensible

Set guardrails for clustering:

- Define maximum recommended IEP concentration by classroom (and/or required additional adult support when exceeded) and monitor at each schedule change

Strengthen disability-related bullying response:

- Develop a clear reporting pathway, documentation expectations, and follow-through monitoring
- Ensure families are informed about concerns or incidents and receive timely follow-up
- Implement student-centered campus initiatives that promote disability acceptance, neuro-affirming language and respect for differences in order to strengthen belonging across the school community

Consider a more dynamic or individualized approach to course offerings:

- Use a more flexible, student-centered approach to course placement and offerings to meet all students at their instructional level (i.e. offering traditional grade level course vs. Honors or AP classes)

Additional Recommendations

Throughout this process, additional concerns, ideas, and challenges emerged that may not fit directly within the five primary focus areas. The following recommendations are offered for consideration as the school continues strengthening its systems and supports.

504 Accommodation Plans

Consider establishing a dedicated 504 Coordinator role to oversee and standardize 504 Accommodation Plan practices across campuses. This would include creating consistent processes for referrals, eligibility determination, plan development, meeting requirements, annual reviews, and ensuring general education staff receive and understand student accommodation plans. Implementing an electronic documentation and monitoring system is highly recommended (i.e. SEIS BeyondSST).

Communication programs

Establish a more consistent and centralized communication system for both internal staff collaboration and family communication. Currently, staff utilize a variety of communication methods (e.g., personal phones, classroom phones, walkie-talkies, text messages, emails), which can create inconsistencies and communication gaps. A standardized internal communication platform (such as Slack or Google Chat) is recommended to improve coordination and clarity. Similarly, implementing a consistent family communication platform with built-in translation and interpretation features (such as ParentSquare or TalkingPoints) would improve accessibility, streamline communication, and strengthen family engagement.

Review of special education staff hiring practices

Conduct a comprehensive review of AIMs' special education hiring, recruitment, compensation, and onboarding practices to ensure staffing systems are competitive, equitable, and sustainable. This review should include evaluating compensation packages against comparable organizations, strengthening recruitment efforts, and improving onboarding and support for new staff.

Additionally, the school should examine its reliance on contracted and virtual providers. While these models may address short-term staffing needs, they can also create challenges related to consistency, collaboration, communication, integration into school systems and financial sustainability. As the program continues to strengthen, prioritizing the recruitment and retention of on-site employee providers is recommended to support stronger collaboration, continuity of services, and overall program stability.

Review of special education department staffing structure
Conduct a review of the special education department's staffing structure to determine whether roles, supervision models, and operational supports are sufficient to sustain compliance, service coordination, and staff oversight across campuses. This review should include ensuring the Special Education Program Manager is appropriately supported in the scope of the role, exploring whether dedicated administrative support is needed for scheduling, compliance tracking, and document management, and clarifying designated supervisors and/or leads for case managers and instructional assistants so staff have clear accountability, coaching, and problem-solving support.

Proposed 5-Year Strategic Plan

The proposed five-year strategic plan below is offered as a suggested planning framework for AIMS' consideration as the school develops its own long-term strategic plan. It is intended to help organize the report's recommendations into a manageable sequence of priorities over time rather than prescribe a fixed course of action. In brief, Year 1 focuses on stabilizing core systems and establishing foundational structures; Year 2 emphasizes strengthening instruction, service delivery, and collaborative practice; Year 3 centers on deepening equity, MTSS, and student supports; Year 4 prioritizes sustainability, leadership capacity, and stronger internal ownership of systems; and Year 5 focuses on evaluation, refinement, and future-oriented planning. AIMS may choose to adapt the sequence, pacing, and emphasis of these suggested priorities based on internal capacity, resources, and emerging needs.

Year	Strategic Priorities
Year 1 Stabilize Systems & Build Foundations	• Establish a centralized caseload tracker, service schedule, and shared resource hub for each campus. • Develop and publish responsibility charts that define staff roles for instruction, behavior response, communication, and follow-through. • Set and implement shared communication timelines, documentation expectations, and family follow-up standards. • Schedule regular cross-team planning time and maintain standing meetings with shared agendas and notes. • Balance class rosters and assign a designated owner for 504 oversight and monitoring. • Launch foundational training on special education basics, MTSS/SST, mandated reporting, and de-escalation/behavior support. • Implement student-centered initiatives that promote a neuro-affirming culture, belonging, and respect for differences.
Year 2 Strengthen Instruction & Collaborative Practices	• Maintain and refine the shared tracker, collaboration meetings, and electronic filing systems. • Offer regular office hours and practical tools to support case managers with IEP preparation and documentation. • Define Tier 1 expectations and provide classroom-based coaching on accommodations, behavior supports, and co-teaching. • Establish transition handoff routines between middle and high school and monitor push-in, pull-out, and LRE trends. • Audit MTSS/SST, behavior follow-through, and manifestation determination processes to improve timeliness and accountability.

Year	Strategic Priorities
	• Expand family communication beyond progress report windows to strengthen trust and collaboration. • Continue core PD while adding targeted training on accommodations, English learners, assistive technology, and classroom regulation strategies. • Gather staff feedback through surveys to inform ongoing program improvement
Year 3 Deepen Equity, MTSS & Student Supports	• Strengthen equitable identification, placement, and support practices across campuses. • Increase family feedback opportunities and build stronger family-school collaboration routines. • Develop community partnerships to support transitions between campuses and postsecondary planning. • Audit clustering, placement patterns, and decision-making to ensure systems are culturally responsive and defensible. • Create distributed leadership roles within special education to expand coaching and internal capacity. • Continue quarterly reviews of equity and LRE data to guide improvement. • Sustain a differentiated PD system for new and returning staff. • Increase student voice and self-advocacy by inviting students to participate meaningfully in their IEP meetings.
Year 4 Sustainability & Leadership Capacity	• Reduce reliance on individual workarounds by strengthening shared systems and standard processes. • Identify and develop teacher leaders and campus leads to expand internal coaching capacity. • Build administrator knowledge of special education systems, compliance, and inclusive practices. • Strengthen long-term program sustainability through ongoing monitoring and continuous improvement routines. • Refine leadership audit practices to ensure IEP and evaluation timelines are met consistently. • Expand family feedback opportunities and use input to guide program adjustments. • Review staffing structures and resource allocation annually to align support with student and program needs. • Sustain high-quality professional development on inclusion, co-teaching, accommodations, and modifications.

Year	Strategic Priorities
Year 5 **Refine, Evaluate & Innovate**	• Evaluate the effectiveness of key systems using compliance, inclusion/LRE, family, staffing, and student outcome data. • Identify and standardize successful practices across campuses to strengthen consistency. • Revise systems based on family and staff feedback to support continuous improvement. • Set future-focused goals that respond to changing student needs and program priorities. • Expand student voice, self-advocacy, transition planning, and postsecondary readiness supports. • Identify innovation opportunities that build on a stable, data-informed foundation.

Conclusion

AIMS has important relational strengths, committed staff, and a clear opportunity to strengthen the systems that support compliance, service delivery, family partnership, staff capacity, and equitable student access across campuses. While the findings highlight real areas of risk and inconsistency, they also point to a strong foundation on which AIMS can build. With clearer structures, stronger coordination, and sustained attention to implementation, the school is well-positioned to move toward a more reliable, responsive, and sustainable special education program.

As AIMS considers next steps, Seneca can continue to serve as a thought partner in refining priorities, supporting implementation planning, facilitating professional development, and providing follow-up consultation as needed. If helpful, continued support could include assistance with sequencing recommendations, developing tools and templates, coaching leaders and staff, or helping monitor progress over time.

Coversheet

ASES Budget Update

Section: V. Non-Action Items
Item: D. ASES Budget Update
Purpose: FYI
Submitted by:
Related Material:
AIMS Board Submission Cover Letter - fillable (1).pdf
2627 AIMS ASES Budget Tool 2627 Adoption Budget.xlsx - Employee Input 2627.pdf
2627 AIMS ASES Budget Tool 2627 Adoption Budget.xlsx - Budget Summary.pdf
2627 AIMS ASES Budget Tool 2627 Adoption Budget.xlsx - Expenses Summary.pdf
2627 AIMS ASES Budget Tool 2627 Adoption Budget.xlsx - Revenue Input .pdf
2627 AIMS ASES Budget Tool 2627 Adoption Budget.xlsx - Program Assumptions.pdf
2627 AIMS ASES Budget Tool 2627 Adoption Budget.xlsx
ASES.pdf

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

Submitter Information

Full Name: Nathan Bernhard-Beckman
Position/Title: Extended Learning Manager
Department: MTSS

Item Details

Title of Item: ASES Budget and Plan (Not approved by Christina Jordan yet)
Is this item a:
- ☐ New Submission
- ☑ Renewal

If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

Has this item been through the appropriate committee review process?
- ☐ Yes
- ☑ No

If yes: Please specify which committee(s) and provide minutes or approval documentation:

If no: Explain why:
This is a new item for the 26-27SY

Deadline Information

Is there a submission deadline for this item?
- ☑ Yes
- ☐ No

If yes: Please indicate the deadline date (MM/DD/YYYY): 05/15/2026

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:

Employee Inputs

2105 #REF!

	HRS / PPP		
		827.136	55

Invervention Tutor		40
Saturday Instructor		8
Helper		40
Internal EEs Intervention Tı		20
Non-exempt employee rate	$	43.33

UPC	OBJ	Loc	Resou	Progm	Full Name	Title	Department
ASES0001	2100	30	2600			ASES Instructor	Afterschool
ASES0002	2100	20	2600			ASES Instructor	Afterschool
ASES0003	2100	30	2600			ASES Instructor	Afterschool
ASES0004	2100	20	2600			ASES Instructor	Afterschool
ASES0005	2100	30	2600			ASES Instructor	Afterschool
ASES0006	2100	20	2600			ASES Instructor	Afterschool
ASESSAT0001	2100	20	2600			ASES Saturday Instructor	Afterschool
SPORTS	2300	30	2600			Sports DIRECTOR	Afterschool
COACH00005	2100	20	2600			MS Coach	Afterschool
COACH00007	2100	30	2600			MS Coach	Afterschool
COACH00011	2100	20	2600			MS Coach	Afterschool
COACH00017	2100	30	2600			MS Coach	Afterschool
COACH00018	2100	20	2600			MS Coach	Afterschool
	2100		2600				Afterschool

TOTALS

AIPCS I

Employee Inputs 2105 #REF!

	HRS / PPP			
Invervention Tutor	40		827.136	55
Saturday Instructor	8			
Helper	40			
Internal EEs Intervention Tu	20			
Non-exempt employee rate	$ 43.33			

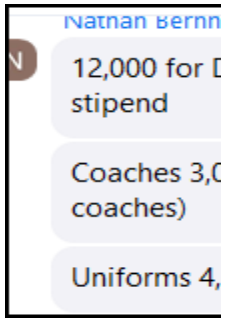
UPC	OBJ	Loc	Resou	Progm	Full Name	Title	Department	
AIPCS II								
								83

Avg IA

Employee Inputs

#REF! 1.5% = Salary increase

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tı	20
Non-exempt employee rate	$ 43.33



Do they have another AIMS contract? Yes or No

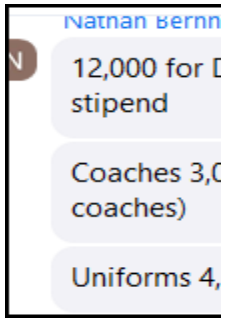
UPC	OBJ	Loc	FTE	Salary Rate	Total Salary	EE or PT	Annual Hours	RATE
ASES0001	2100	30	0.5				720	$ 64.00
ASES0002	2100	20	0.5				720	$ 65.00
ASES0003	2100	30	0.5				720	$ 65.00
ASES0004	2100	20	0.5				720	$ 65.00
ASES0005	2100	30	0.5				720	$ 65.00
ASES0006	2100	20	0.5				720	$ 65.00
ASESSAT0001	2100	20	0.01				144	$ 65.00
SPORTS	2300	30	0.1					
COACH00005	2100	20	0.1					
COACH00007	2100	30	0.1					
COACH00011	2100	20	0.1					
COACH00017	2100	30	0.1					
COACH00018	2100	20	0.1					
	2100		0.1					
			3.71	**-**	**$**	**-**		

AIPCS I

Avg IA

Employee Inputs #REF! 1.5% = Salary increase

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tu	20
Non-exempt employee rate	$ 43.33



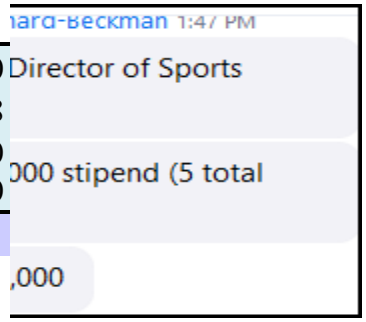
Do they have another AIMS contract? Yes or No

UPC	OBJ	Loc	FTE	Salary Rate	Total Salary	EE or PT	Annual Hours	RATE

AIPCS II

Employee Inputs

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tu	20
Non-exempt employee rate	$ 43.33



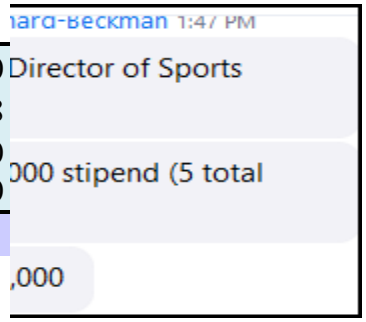
5% = H&W rate increa

19.10% = STRS employer

UPC	OBJ	Loc	Annual Gross Pay	Bonus and Stipends	Overtime	Total Direct Compensation	Retirement System for Employee	3101 STRS, certificated
ASES0001	2100	30	$ 46,080.00	52,389		$ 46,800.00		
ASES0002	2100	20	$ 46,800.00	52,390		$ 46,800.00		
ASES0003	2100	30	$ 46,800.00	52,390		$ 46,800.00		
ASES0004	2100	20	$ 46,800.00	52,390		$ 46,800.00		
ASES0005	2100	30	$ 46,800.00	52,390		$ 46,800.00		
ASES0006	2100	20	$ 46,800.00	52,390		$ 46,800.00		
ASESSAT0001	2100	20	$ 9,360.00	52,390		$ 9,360.00		
SPORTS	2300	30		$ 12,000.00		$ 12,000.00		
COACH00005	2100	20		$ 3,000.00		$ 3,000.00		
COACH00007	2100	30		$ 3,000.00		$ 3,000.00		
COACH00011	2100	20		$ 3,000.00		$ 3,000.00		
COACH00017	2100	30		$ 3,000.00		$ 3,000.00		
COACH00018	2100	20		$ 3,000.00		$ 3,000.00		
	2100							
			$ 289,440.00	**$ 393,729**	**$ -**	**$ 317,160**	**$ -**	**$ -**
AIPCS I			**$ 149,760.00**	**$ 218,560.00**	**$ -**	**$ 158,760.00**	**$ -**	**$ -**

Employee Inputs

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tu	20
Non-exempt employee rate	$ 43.33



5% = H&W rate increa

19.10% = STRS employer

UPC	OBJ	Loc	Annual Gross Pay	Bonus and Stipends	Overtime	Total Direct Compensation	Retirement System for Employee	3101 STRS, certificated
AIPCS II			**$ 139,680.00**	**$ 175,169.00**	**$ -**	**$ 158,400.00**	**$ -**	**$ -**

Employee Inputs

	27.70%	6.20%	1.45%	#REF!	10811	0.01
HRS / PPP	= PERS employe	= OASDI employe	= Medicare en	= Default monthly employer h		= State Unemplc

Invervention Tutor		40
Saturday Instructor		8
Helper		40
Internal EEs Intervention Tu		20
Non-exempt employee rate	$	43.33

UPC	OBJ	Loc	3202 PERS, classified	3313 OASDI	3323 Medicare	Monthly Health Rate	3403 Health and Welf	3503 SUI
ASES0001	2100	30		2,901.60	678.60	-		468.00
ASES0002	2100	20		2,901.60	678.60	-		468.00
ASES0003	2100	30		2,901.60	678.60	-		468.00
ASES0004	2100	20		2,901.60	678.60	-		468.00
ASES0005	2100	30		2,901.60	678.60	-		468.00
ASES0006	2100	20		2,901.60	678.60	-		468.00
ASESSAT0001	2100	20		580.32	135.72	-		93.60
SPORTS	2300	30		744.00	174.00	-		120.00
COACH00005	2100	20		186.00	43.50	-		30.00
COACH00007	2100	30		186.00	43.50	-		30.00
COACH00011	2100	20		186.00	43.50	-		30.00
COACH00017	2100	30		186.00	43.50	-		30.00
COACH00018	2100	20		186.00	43.50	-		30.00
	2100							
			$ -	**$ 19,663.92**	**$ 4,598.82**	**$ -**	**$ -**	**$ 3,171.60**
AIPCS I			**$ -**	**$ 9,843.12**	**$ 2,302.02**	**$ -**	**$ -**	**$ 1,587.60**

Employee Inputs		27.70%	6.20%	1.45%	#REF!	10811	0.01
	HRS / PPP	= PERS employe	= OASDI employe	= Medicare en	= Default monthly employer h	= State Unemplc	
Invervention Tutor	40						
Saturday Instructor	8						
Helper	40						
Internal EEs Intervention Tu	20						
Non-exempt employee rate	$ 43.33						

UPC	OBJ	Loc	3202 PERS, classified	3313 OASDI	3323 Medicare	Monthly Health Rate	3403 Health and Welf	3503 SUI
AIPCS II			**$ -**	**$ 9,820.80**	**$ 2,296.80**	**$ -**	**$ -**	**$ 1,584.00**

Employee Inputs 1.0% = Workers' Comp employer rate - = possible formula for STD, GTL, LTD, AD&D

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tu	20
Non-exempt employee rate	$ 43.33

UPC	OBJ	Loc	3603 Workers' Comp	3703 Other Post Employr	3903 Other Benefits	Total Benefits	Total Compensation
ASES0001	2100	30	468.00			4,516.20	51,316.20
ASES0002	2100	20	468.00			4,516.20	51,316.20
ASES0003	2100	30	468.00			4,516.20	51,316.20
ASES0004	2100	20	468.00			4,516.20	51,316.20
ASES0005	2100	30	468.00			4,516.20	51,316.20
ASES0006	2100	20	468.00			4,516.20	51,316.20
ASESSAT0001	2100	20	93.60			903.24	10,263.24
SPORTS	2300	30	120.00			1,158.00	13,158.00
COACH00005	2100	20	30.00			289.50	3,289.50
COACH00007	2100	30	30.00			289.50	3,289.50
COACH00011	2100	20	30.00			289.50	3,289.50
COACH00017	2100	30	30.00			289.50	3,289.50
COACH00018	2100	20	30.00			289.50	3,289.50
	2100						
			$ 3,171.60	**$ -**	**$ -**	**$ 30,605.94**	**$ 347,765.94**
AIPCS I			**$ 1,587.60**	**$ -**	**$ -**	**$ 15,320.34**	**$ 174,080.34**

Employee Inputs 1.0% -

	HRS / PPP	= Workers' Comp employer rate	= possible formula for STD, GTL, LTD, AD&D
Invervention Tutor	40		
Saturday Instructor	8		
Helper	40		
Internal EEs Intervention Tu	20		
Non-exempt employee rate	$ 43.33		

UPC	OBJ	Loc	3603 Workers' Comp	3703 Other Post Employr	3903 Other Benefits	Total Benefits	Total Compensation
AIPCS II			**$ 1,584.00**	**$ -**	**$ -**	**$ 15,285.60**	**$ 173,685.60**

Employee Inputs

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tu	20
Non-exempt employee rate	$ 43.33

UPC	OBJ	Loc
ASES0001	2100	30
ASES0002	2100	20
ASES0003	2100	30
ASES0004	2100	20
ASES0005	2100	30
ASES0006	2100	20
ASESSAT0001	2100	20
SPORTS	2300	30
COACH00005	2100	20
COACH00007	2100	30
COACH00011	2100	20
COACH00017	2100	30
COACH00018	2100	20
	2100	

AIPCS I

Employee Inputs

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tu	20
Non-exempt employee rate	$ 43.33

UPC	OBJ	Loc

AIPCS II

ASES
Budget Summary
FY25-26



	SACS Object Code	Code Description	Middle	AIPCS II
Revenue				
		State	200,163	200,163
		Federal	-	-
		Local	-	-
	Total Revenue		**$ 200,163**	**$ 200,163**
Expenses				
	1000	Certificated Salaries	-	-
	2000	Classified Salaries	158,760	158,400
	3000	Benefits	15,320	15,286
	4000	Books and Supplies	6,500	6,500
	5000	Services and Other Operating Expenses	19,583	19,977
	6000	Capital Outlay		
	7000	Other Outgoing	-	-
	Total Expenses		**$ 200,163**	**$ 200,163**

ASES 25-26

Expenses Summary

020-AIMS MIDDLE SCHOOL		ASES	
	TOTALS	ASES	
ALLOCATION	200,163	200,163	
PERSONNEL	174,080	$ 174,080.34	
PROGRAM	26,083	$ 26,082.66	
CAPITAL/DEBT			
TOTAL EXPENSES	200,163	$ 200,163.00	
BALANCE AVAIL	$ -	$ -	SACS OBJ Code

SACS C Code	Description	TOTALS	6010	
Certificated Salaries			ASES	Certificated Salaries
1100	Teachers' Salaries	-	-	1100
1105	Teachers' Bonuses	-	-	1105
1106+	Teacher Stipend	-	-	1106
1120	Substitute Expense	-	-	1120
1200	Certificated Pupil Support Salaries	-	-	1200
1300	Certificated Supervisor and Administrator Salaries	-	-	1300
1305	Certificated Supervisor and Administrator Bonuses	-	-	1305
1900	Other Certificated Salaries	-	-	1900
1910	Other Certificated Overtime	-	-	1910
1000	**Subtotal**	$ -	-	**1000**
				Classified Salaries

2100	Instructional Aide Salaries	146,760	146,760	2100
2110	Instructional Aide Bonuses	-	-	2110
2200	Classified Support Salaries	-	-	2200
2210	Classified Support Overtime	-	-	2210
2300	Classified Supervisor and Administrator Salaries	12,000	12,000	2300
2400	Clerical, Technical, and Office Staff Salaries	-	-	2400
2410	Clerical, Technical, and Office Staff Overtime	-	-	2410
2900	Other Classified Salaries	-	-	2900
	Other Stipends	-	-	
2910	Other Classified Overtime	-	-	2910
2000	**Subtotal**	**158,760**	**158,760**	**2000**
Employee Benefits				
3101	State Teachers' Retirement System, certificated positior	-	-	3101
3202	Public Employees' Retirement System, classified positi	-	-	3202
3313	OASDI	9,843	9,843	3313
3323	Medicare	2,302	2,302	3323
3403	Health & Welfare Benefits	-	-	3403
3503	State Unemployment Insurance	1,588	1,588	3503
3603	Worker Compensation Insurance	1,588	1,588	3603
3703	Other Post Employement Benefits	-	-	3703
3903	Other Benefits	-	-	3903
3000	**Subtotal**	**$ 15,320**	**15,320**	**3000**
				Total Personnel Expe
Total Personnel Expenses		**$ 174,080**	**174,080**	
			6010	
Books and Supplies				**Books and Supplies**
4100	Approved Textbooks and Core Curricula Materials	-		4100

4200	Books and Other Reference Materials	-		4200
4300	Materials and Supplies	-		4300
4315	Classroom Materials and Supplies	-		4315
4316	Student/Pupil Testing	-		4316
4317	Student Incentives	-		4317
4318	Afterschool Materials and Supplies	-		4318
4342	Materials for School Sponsored Athletics	4,500	$ 4,500.0	4342
4381	Materials for Plant Maintenance	-		4381
4400	Noncapitalized Equipment	-		4400
4410	Software & Software Licensing	-		4410
4430	General Student Equipment -	-		4430
4700	Food and Food Supplies	2,000	$ 2,000.0	4700
4000	**Subtotal**	**6,500**	**6,500**	**4000**

Services and Other Operating Expenses				**Services and Other O**
5200	Travel and Conferences	-		5200
5210	Training and Development Expense	-		5210
5300	Dues and Memberships	-		5300
5400	Insurance	-		5400
5500	Operation and Housekeeping Services/Supplies	-		5500
5501	Utilities	-		5501
5502	Janitorial Services	-		5502
5503	Security/Locks/Keys	-		5503
5504	Pest Control Services	-		5504
5505	Student Transportation / Field Trips	-		5505
5600	Space Rental/Leases Expense	8,800	$ 8,800.00	5600
5601	Building Maintenance	-		5601
5602	Other Space Rental	-		5602

5605	Equipment Rental/Lease Expense	-		5605
5610	Equipment Repair	-		5610
5615	Technology Services	-		5615
5800	Professional/Consulting Services and Operating Expen	8,783	$ 8,783	5800
				5800
5800	Sp Education (el Dorado) Consultaning Services	-		5800
5803	Banking and Payroll Service Fees	-		5803
5805	Legal Services	-		5805
5806	Audit Services	-		5806
5810	Educational Consultants	-		5810
5811	Student Transportation/Field Trips	2,000	$ 2,000.00	5811
5812	Non employee Substitutes	-	$ -	5812
5815	Advertising / Recruiting	-		5815
5820	Fundraising Expense	-		5820
5830	Field Trips	-		5830
5822	Staff Appreciation - Non Public Funds	-		5822
5850	Scholarships	-		5850
5873	Financial Services	-		5873
5877	IT Services	-		5877
5890	Interest/Fees	-		5890
5875	District Oversight Fee	-		5875
5899	CMO Management Fee	-		5899
5900	Communications	-		5900
5910	Postage	-		5910
5901	Marketing	-	$ -	5901
5000	**Subtotal**	**$ 19,583**	**$ 19,582.66**	**5000**

Capital Outlay **Capital Outlay**

6900	Depreciation Expense			6900
6000	**Subtotal**		-	**6000**
Other Outgoing				**Other Outgoing**
7000	Miscellaneous Expense	-		7000
7141	Special Education Encroachment	-		7141
7438	Debt Service - Interest	-		7438
7500	Misc.	-		7500
7000	**Subotal**	**$** -	-	**7000**
Total Non-Personnel Expenses		**$** **26,083**		
Total Expenses		**$** **200,163**		































































030-AIPCS II K-8		ASES
	TOTALS	ASES
ALLOCATION	200,163	$ 200,163.00
PERSONNEL	173,686	$ 173,685.60
PROGRAM	26,477	$ 26,477.40
CAPITAL/DEBT	-	$ -
TOTAL EXPENSES	200,163	$ 200,163.00
BALANCE AVAIL	$ -	$ -

	TOTALS	6010
		ASES
Teachers' Salaries	-	-
Teachers' Bonuses	-	-
Teacher Stipends		-
Substitute Expense	-	-
Certificated Pupil Support Salaries	-	-
Certificated Supervisor and Administrator S	-	-
Certificated Supervisor and Administrator B	-	-
Other Certificated Salaries	-	-
Other Certificated Overtime	-	-
Subtotal	$ -	-

x

Instructional Aide Salaries	158,400	158,400
Instructional Aide Bonuses	-	-
Classified Support Salaries	-	-
Classified Support Overtime	-	-
Classified Supervisor and Administrator Sal	-	-
Clerical, Technical, and Office Staff Salaries	-	-
Clerical, Technical, and Office Staff Overtin	-	-
Other Classified Salaries	-	-
Other Stipends	-	-
Other Classified Overtime	-	-
Subtotal	**158,400**	**158,400**
State Teachers' Retirement System, certifica	-	-
Public Employees' Retirement System, class	-	-
OASDI	9,821	9,821
Medicare	2,297	2,297
Health & Welfare Benefits	-	-
State Unemployment Insurance	1,584	1,584
Worker Compensation Insurance	1,584	1,584
Other Post Employement Benefits	-	-
Other Benefits	-	-
Subtotal	**$ 15,286**	**15,286**
ıses		
	$ 173,686	**173,686**
		6010
Approved Textbooks and Core Curricula Ma	-	

Books and Other Reference Materials	-	
Materials and Supplies	-	$ -
Classroom Materials and Supplies	-	
Student/Pupil Testing	-	
Student Incentives	-	
Afterschool Materials and Supplies	-	
Materials for School Sponsored Athletics	4,500	$ 4,500.00
Materials for Plant Maintenance	-	
Noncapitalized Equipment	-	
Software & Software Licensing	-	
General Student Equipment -	-	
Food and Food Supplies	2,000	$ 2,000.00
Subtotal	**6,500**	**6,500**

perating Expenses

Travel and Conferences	-	
Training and Development Expense	-	
Dues and Memberships	-	
Insurance	-	
Operation and Housekeeping Services/Supp	-	
Utilities	-	
Janitorial Services	-	
Security/Locks/Keys	-	
Pest Control Services	-	
Student Transportation / Field Trips	-	
Space Rental/Leases Expense	8,800	$ 8,800.00
Building Maintenance	-	
Other Space Rental	-	

-

Equipment Rental/Lease Expense	-	
Equipment Repair	-	
Technology Services	-	
Professional/Consulting Services and Opera	9,177	$ 9,177.40
NPS Services Consulting		$ -
Sp Education (el Dorado) Consultaning Serv	-	
Banking and Payroll Service Fees	-	
Legal Services	-	
Audit Services	-	
Educational Consultants	-	
Student Transportation/Field Trips	2,000	$ 2,000.00
Non employee Substitutes	-	$ -
Advertising / Recruiting	-	
Fundraising Expense	-	
Field Trips		
Staff Appreciation - Non Public Funds	-	
Scholarships	-	
Financial Services	-	
IT Services	-	
Interest/Fees	-	
District Oversight Fee	-	
CMO Management Fee	-	
Communications	-	
Postage	-	
Marketing	-	$ -
Subtotal	**$ 19,977**	**$ 19,977.40**

Depreciation Expense				
Subtotal				
Miscellaneous Expense		-		
Special Education Encroachment		-		
Debt Service - Interest		-		
Misc.		-		
Subotal	**$**	**-**		
	$	**26,477**		
	$	**200,163**	**$**	**173,686**































































ASES
Revenue
ALL SCHOOLS ASES BUDGET

		2025-2026		
SACS		**20**	**30**	**40**
State				
8011	LCFF for all grades; state aid portion	-	-	-
8012	LCFF for all grades; EPA portion	-	-	-
8096	In-Lieu of Property Taxes, all grades	-	-	-
8019	Prior Year Income / Adjustments			
8520	State Food Revenue	-	-	-
8560	Unrestricted Lottery	-	-	-
8560	Restricted Lottery	-	-	-
8550	Mandate Block Grant	-	-	-
8550	One Time Block Grant	-	-	-
8590	ASES After School	200,163	200,163	-
8590	GF COVID			
8590	ELOP			
8590	ELOP Carryover			
8677	State Mental Health			
8594	Prop 39 - Clean Energy	-	-	-
8791	State Special Education	-	-	-
State Revenue		**$ 200,163**	**$ 200,163**	**$ -**
Federal				
8181	Special Education, federal	-	-	-
8182	Special Education, Mental Health	-	-	-
8290	All Other Federal Revenue, inc Facilities Incer	-	-	-
8291	Title I	-	-	-
8292	Title II	-	-	-
8293	Title III	-	-	-
8294	Title IV	-	-	-
8299	Prior Year Federal Revenue			
Federal Revenue		**$ -**	**$ -**	**-**
Local				
8660	Interest	-	-	-
8782	All Other Transfers from County Offices			
8784	All Other Transfers from Other Locations			
8785	CMO Management fee			
8791	State Special Education	-	-	-
8639	Student Lunch Revenue	-	-	-
8982	Foundation Grants	-	-	-
8699	All Other Local Revenue/Measure G1	-	-	-
8984	Student Body (ASB) Fundraising Revenue			
8985	School Site Fundraising	-	-	-
8986	Uniforms	-		
8989	CSC Sale of Future Revenue			
8999	Revenue Suspense			
Local Revenue		**$ -**	**$ -**	**$ -**
Total Revenue		**$ 200,163**	**$ 200,163**	**$ -**

AIMS K12 2025-2026 ASES PROGRAM ASSUMPTIONS

0.5

Resource	Obj Code	Program #	PLAN	AIMS K12 PROGRAM ASSUMPTIONS	AIMS MIDDLE
6010	2400		ASES	***ASES COORDINATOR***	
6010	2100		ASES	***ASES INTREVENTION TUTOR***	
6010	2100		ASES	***ASES SATURDAY INSTRUCTOR***	
6010	2400		ASES	***ASES HELPER***	
6010	2305		ASES	***Sports DIRECTOR***	$ 12,000
6010	2205		ASES	***Sports Coaches***	
6010	4300		ASES	***ASES Program Supplies***	
6010	4315		ASES	***ASES Afterschool Supplies***	
6010	4342		ASES	***ASES SPORTS Supplies & Uniforms***	$ 4,500
6010	4410		ASES	***Software: City Span paid for by ELOP***	
6010	4700		ASES	***Meals***	$ 2,000
6010	5600		ASES	***Facility Rental***	$ 8,800
6010	5601		ASES	***Building Maintenance/Modernization***	
6010	5800		ASES	***Discretionary flexible budget item***	$ 8,783
6010	5811		ASES	***Field Trips***	$ 2,000
6010	5830		ASES	***Transportation***	
6010	5842		ASES	***Athletic Services (Competition fees)***	$ 4,000
TOTAL PROGRAM ASSUMPTION COST					**$ 42,083**

		Approx Annual
Hourly Rate	$65	$52,390
Program Start Date	9/1/2025	
Program End Date	6/30/2026	
4 Hours (Monday thru Thrusday)		

Hours
4
6

6 hours on Friday

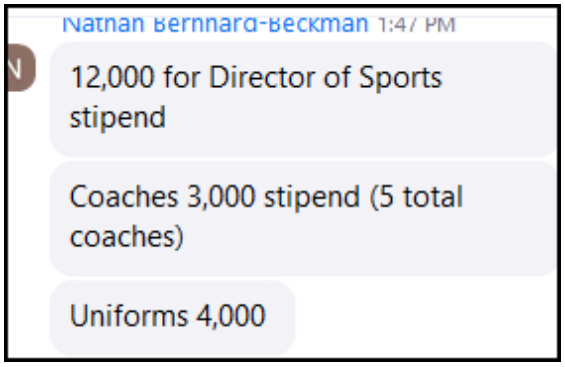
Total Days in Program

	HRS / PPP	
Invervention Tutor	40	
Saturday Instructor	8	
Helper	40	
Internal EEs Interventi	20	
Non-exempt employee rate	$ 43.33	

Program will operate for 36 weeks

0.5

AIPCS II	TOTAL COST
	$ -
	$ -
	$ -
	$ -
	$ **12,000**
$ 15,000	$ **15,000**
	$ -
	$ -
$ 4,500	$ **9,000**
	$ -
$ 2,000	$ **4,000**
$ 8,800	$ **17,600**
	$ -
$ 9,177	$ **17,960**
$ 2,000	$ **4,000**
	$ -
$ 4,000	$ **8,000**
$ 45,477	**$ 87,560**



Approx Hours

Days	Total Hrs Work
146	584
37	222
183	806

Total HRS for
720
144
720
360

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:

2627 AIMS ASES Budget Tool 2627 Adoption Budget.xlsx

ASES
Budget Summary
FY25-26



	SACS Object Code Code Description	Middle	AIPCS II
Revenue			
	State	200,163)	200,163)
	Federal	-	-)
	Local	-	-)
	Total Revenue	**200,163)**	**200,163)**
Expenses			
1000	Certificated Salaries	-	-)
2000	Classified Salaries	158,760)	158,400)
3000	Benefits	15,320)	15,286)
4000	Books and Supplies	6,500)	6,500)
5000	Services and Other Operating Expenses	19,583)	19,977)
6000	Capital Outlay		
7000	Other Outgoing	-	-)
	Total Expenses	**200,163)**	**200,163)**

ASES
Revenue
ALL SCHOOLS ASES BUDGET

		2025-2026		
SACS		**20**	**30**	**40**
State				
8011	LCFF for all grades; state aid portion	-	-	-)
8012	LCFF for all grades; EPA portion	-	-	-)
8096	In-Lieu of Property Taxes, all grades	-	-	-)
8019	Prior Year Income / Adjustments			
8520	State Food Revenue	-	-	-)
8560	Unrestricted Lottery	-	-	-)
8560	Restricted Lottery	-	-	-)
8550	Mandate Block Grant	-	-	-)
8550	One Time Block Grant	-	-	-)
8590	ASES After School			-)
8590	GF COVID			
8590	ELOP			
8590	ELOP Carryover			
8677	State Mental Health			
8594	Prop 39 - Clean Energy	-	-	-)
8791	State Special Education	-	-	-)
State Revenue			**200,163)**	**-**
Federal				
8181	Special Education, federal	-	-	-)
8182	Special Education, Mental Health	-	-	-)
8290	All Other Federal Revenue, inc Facilities Incentive Grants program		-	-)
8291	Title I	-	-	-)
8292	Title II	-	-	-)
8293	Title III	-	-	-)
8294	Title IV	-	-	-)
8299	Prior Year Federal Revenue			
Federal Revenue		**-**	**-**	**-)**
Local				
8660	Interest	-)(	-)(	-)
8782	All Other Transfers from County Offices			
8784	All Other Transfers from Other Locations			
8785	CMO Management fee			
8791	State Special Education	-)(	-)(	-)
8639	Student Lunch Revenue	-)(	-)(	-)
8982	Foundation Grants	-)(	-)(	-)
8699	All Other Local Revenue/Measure G1	-)(	-)(	-)
8984	Student Body (ASB) Fundraising Revenue			
8985	School Site Fundraising	-)(	-)(	-)
8986	Uniforms	-)		
8989	CSC Sale of Future Revenue			
8999	Revenue Suspense			
Local Revenue		**-**	**-**	**-)**
Total Revenue		**200,163)**	**200,163)**	**-**

ASES 25-26

Expenses Summary

020-AIMS MIDDLE SCHOOL

		ASES
	TOTALS	ASES
ALLOCATION	200,163)	200,163)
PERSONNEL	174,080)	174,080.34)
PROGRAM	26,083)	26,082.66)
CAPITAL/DEBT		
TOTAL EXPENSES	200,163)	200,163.00)
BALANCE AVAIL	-	-

SACS Object CodeCode Description		TOTALS	6010	SACS OBJ Code
Certificated Salaries			ASES	**Certificated Salaries**
1100	Teachers' Salaries	-)	-	1100
1105	Teachers' Bonuses	-)	-	1105
1106+	Teacher Stipend	-)	-	1106
1120	Substitute Expense	-)	-	1120
1200	Certificated Pupil Support Salaries	-)	-	1200
1300	Certificated Supervisor and Administrator Salaries	-)	-	1300
1305	Certificated Supervisor and Administrator Bonuses	-)	-	1305
1900	Other Certificated Salaries	-)	-	1900
1910	Other Certificated Overtime	-)	-	1910
1000	**Subtotal**	-	-)	**1000**
				Classified Salaries

2100	Instructional Aide Salaries	146,760)	146,760)	2100
2110	Instructional Aide Bonuses	-)	-	2110
2200	Classified Support Salaries	-)	-	2200
2210	Classified Support Overtime	-)	-	2210
2300	Classified Supervisor and Administrator Salaries	12,000)	12,000)	2300
2400	Clerical, Technical, and Office Staff Salaries	-)	-	2400
2410	Clerical, Technical, and Office Staff Overtime	-)	-	2410
2900	Other Classified Salaries	-)	-	2900
	Other Stipends	-)	-	
2910	Other Classified Overtime	-)	-	2910
2000	**Subtotal**	**158,760)**	**158,760)**	**2000**
Employee Benefits				
3101	State Teachers' Retirement System, certificated positions	-	-	3101
3202	Public Employees' Retirement System, classified positions	-)	-	3202
3313	OASDI	9,843)	9,843)	3313
3323	Medicare	2,302)	2,302)	3323
3403	Health & Welfare Benefits	-)	-	3403
3503	State Unemployment Insurance	1,588)	1,588)	3503
3603	Worker Compensation Insurance	1,588)	1,588)	3603
3703	Other Post Employement Benefits	-)	-	3703
3903	Other Benefits	-)	-	3903
3000	**Subtotal**	**15,320)**	**15,320)**	**3000**
				Total Personnel Expenses
Total Personnel Expenses		**174,080)**	**174,080)**	
			6010	
Books and Supplies				**Books and Supplies**
4100	Approved Textbooks and Core Curricula Materials	-)		4100

4200	Books and Other Reference Materials	-)		4200
4300	Materials and Supplies	-)		4300
4315	Classroom Materials and Supplies	-)		4315
4316	Student/Pupil Testing	-)		4316
4317	Student Incentives	-)		4317
4318	Afterschool Materials and Supplies	-)		4318
4342	Materials for School Sponsored Athletics	4,500)	4,500.0)	4342
4381	Materials for Plant Maintenance	-)		4381
4400	Noncapitalized Equipment	-)		4400
4410	Software & Software Licensing	-)		4410
4430	General Student Equipment -	-)		4430
4700	Food and Food Supplies	2,000)	2,000.0)	4700
4000	**Subtotal**	**6,500)**	**6,500)**	**4000**

Services and Other Operating Expenses **Services and Other Operating**

5200	Travel and Conferences	-)		5200
5210	Training and Development Expense	-)		5210
5300	Dues and Memberships	-)		5300
5400	Insurance	-)		5400
5500	Operation and Housekeeping Services/Supplies	-)		5500
5501	Utilities	-)		5501
5502	Janitorial Services	-)		5502
5503	Security/Locks/Keys	-)		5503
5504	Pest Control Services	-)		5504
5505	Student Transportation / Field Trips	-)		5505
5600	Space Rental/Leases Expense	8,800)	8,800.00)	5600
5601	Building Maintenance	-)		5601
5602	Other Space Rental	-)		5602

5605	Equipment Rental/Lease Expense	-)		5605
5610	Equipment Repair	-)		5610
5615	Technology Services	-)		5615
5800	Professional/Consulting Services and Operating Expenditures	8,783)	8,783)	5800
				5800
5800	Sp Education (el Dorado) Consultaning Services	-)		5800
5803	Banking and Payroll Service Fees	-)		5803
5805	Legal Services	-)		5805
5806	Audit Services	-)		5806
5810	Educational Consultants	-)		5810
5811	Student Transportation/Field Trips	2,000)	2,000.00)	5811
5812	Non employee Substitutes	-)	-)	5812
5815	Advertising / Recruiting	-)		5815
5820	Fundraising Expense	-)		5820
5830	Field Trips	-)		5830
5822	Staff Appreciation - Non Public Funds	-)		5822
5850	Scholarships	-)		5850
5873	Financial Services	-)		5873
5877	IT Services	-)		5877
5890	Interest/Fees	-)		5890
5875	District Oversight Fee	-)		5875
5899	CMO Management Fee	-)		5899
5900	Communications	-)		5900
5910	Postage	-)		5910
5901	Marketing	-)	-)	5901
5000	**Subtotal**	**19,583)**	**19,582.66)**	**5000**

Capital Outlay **Capital Outlay**

6900	Depreciation Expense			6900
6000	**Subtotal**		**-**)	**6000**
Other Outgoing				**Other Outgoing**
7000	Miscellaneous Expense	**-**)		7000
7141	Special Education Encroachment	**-**)		7141
7438	Debt Service - Interest	**-**)		7438
7500	Misc.	**-**)		7500
7000	**Subotal**	**-**	**-**)	**7000**
Total Non-Personnel Expenses		**26,083)**		
Total Expenses		**200,163)**		

030-AIPCS II K-8		ASES
	TOTALS	ASES
ALLOCATION	200,163)	($ 200,163.00)
PERSONNEL	173,686)	173,685.60)
PROGRAM	26,477)	26,477.40)
CAPITAL/DEBT	-)	-)
TOTAL EXPENSES	200,163)	200,163.00)
BALANCE AVAIL	-	-)

	TOTALS	6010
		ASES
Teachers' Salaries	-)	-
Teachers' Bonuses	-)	-
Teacher Stipends		-)
Substitute Expense	-)	-
Certificated Pupil Support Salaries	-)	-
Certificated Supervisor and Administrator Salaries	-)	-
Certificated Supervisor and Administrator Bonuses	-)	-
Other Certificated Salaries	-)	-
Other Certificated Overtime	-)	-
Subtotal	-)	-

x

Instructional Aide Salaries	158,400)	158,400)
Instructional Aide Bonuses	-)	-
Classified Support Salaries	-)	-
Classified Support Overtime	-)	-
Classified Supervisor and Administrator Salaries	-)	-
Clerical, Technical, and Office Staff Salaries	-	-
Clerical, Technical, and Office Staff Overtime	-	-
Other Classified Salaries	-)	-
Other Stipends	-)	-
Other Classified Overtime	-)	-
Subtotal	**158,400)**	**158,400)**
State Teachers' Retirement System, certificated positions	-)	-
Public Employees' Retirement System, classified positions	-)	-
OASDI	9,821)	9,821)
Medicare	2,297)	2,297)
Health & Welfare Benefits	-)	-
State Unemployment Insurance	1,584)	1,584)
Worker Compensation Insurance	1,584)	1,584)
Other Post Employement Benefits	-)	-
Other Benefits	-)	-
Subtotal	**15,286)**	**15,286)**
xpenses		
	173,686)	**173,686)**
		6010
Approved Textbooks and Core Curricula	-)	

Ma

Books and Other Reference Materials	-)	
Materials and Supplies	-)	-)
Classroom Materials and Supplies	-)	
Student/Pupil Testing	-)	
Student Incentives	-)	
Afterschool Materials and Supplies	-)	
Materials for School Sponsored Athletics	4,500)	4,500.00)
Materials for Plant Maintenance	-)	
Noncapitalized Equipment	-)	
Software & Software Licensing	-)	
General Student Equipment -	-)	
Food and Food Supplies	2,000)	2,000.00)
Subtotal	**6,500)**	**6,500)**

-

Operating Expenses

Travel and Conferences	-)	
Training and Development Expense	-)	
Dues and Memberships	-)	
Insurance	-)	
Operation and Housekeeping Services/Supplies	-)	
Utilities	-)	
Janitorial Services	-)	
Security/Locks/Keys	-)	
Pest Control Services	-)	
Student Transportation / Field Trips	-)	
Space Rental/Leases Expense	8,800)	8,800.00)
Building Maintenance	-)	
Other Space Rental	-)	

Equipment Rental/Lease Expense	-)	
Equipment Repair	-)	
Technology Services	-)	
Professional/Consulting Services and Operating Expenditures	9,177)	9,177.40)
NPS Services Consulting		-)
Sp Education (el Dorado) Consultaning Services	-)	
Banking and Payroll Service Fees	-)	
Legal Services	-)	
Audit Services	-)	
Educational Consultants	-)	
Student Transportation/Field Trips	2,000)	2,000.00)
Non employee Substitutes	-)	-)
Advertising / Recruiting	-)	
Fundraising Expense	-)	
Field Trips		
Staff Appreciation - Non Public Funds	-)	
Scholarships	-)	
Financial Services	-)	
IT Services	-)	
Interest/Fees	-)	
District Oversight Fee	-)	
CMO Management Fee	-)	
Communications	-)	
Postage	-)	
Marketing	-)	-)
Subtotal	**19,977)**	**19,977.40)**

Depreciation Expense		
Subtotal		
Miscellaneous Expense	-)	
Special Education Encroachment	-)	
Debt Service - Interest	-)	
Misc.	-)	
Subotal	**-)**	
	26,477)	
	200,163)	**173,686)**

Employee Inputs 2105 #REF!

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tutors	20
Non-exempt employee rate	

827.136 55

UPC	OBJ	Loc	Resou	Progm	Full Name	Title	Department
ASES0001	2100	30	2600			ASES Instructor	Afterschool
ASES0002	2100	20	2600			ASES Instructor	Afterschool
ASES0003	2100	30	2600			ASES Instructor	Afterschool
ASES0004	2100	20	2600			ASES Instructor	Afterschool
ASES0005	2100	30	2600			ASES Instructor	Afterschool
ASES0006	2100	20	2600			ASES Instructor	Afterschool
ASESSAT0001	2100	20	2600			ASES Saturday Instructor	Afterschool
SPORTS	2300	30	2600			Sports DIRECTOR	Afterschool
COACH00005	2100	20	2600			MS Coach	Afterschool
COACH00007	2100	30	2600			MS Coach	Afterschool
COACH00011	2100	20	2600			MS Coach	Afterschool
COACH00017	2100	30	2600			MS Coach	Afterschool
COACH00018	2100	20	2600			MS Coach	Afterschool
	2100		2600				Afterschool

TOTALS

AIPCS I

Employee Inputs 2105 #REF!

	HRS / PPP		
Invervention Tutor	40	827.136	55
Saturday Instructor	8		
Helper	40		
Internal EEs Intervention Tutors	20		
Non-exempt employee rate			

UPC	OBJ	Loc	ResouProgm	Full Name	Title	Department

AIPCS II

83

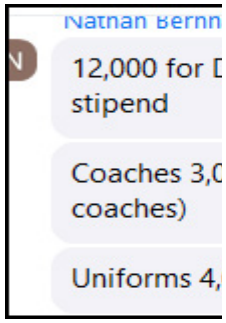
Avg IA

Employee Inputs

#REF!

1.5% = Salary increase

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tutors	20
Non-exempt employee rate	



Do they have another AIMS contract? Yes or No

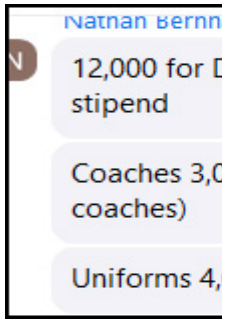
UPC	OBJ	Loc	FTE	Salary Rate	Total Salary	EE or PT	Annual Hours	RATE
ASES0001	2100	30	0.5					64.00)
ASES0002	2100	20	0.5					65.00)
ASES0003	2100	30	0.5					65.00)
ASES0004	2100	20	0.5					65.00)
ASES0005	2100	30	0.5					65.00)
ASES0006	2100	20	0.5					65.00)
ASESSAT0001	2100	20	0.01					65.00)
SPORTS	2300	30	0.1					
COACH00005	2100	20	0.1					
COACH00007	2100	30	0.1					
COACH00011	2100	20	0.1					
COACH00017	2100	30	0.1					
COACH00018	2100	20	0.1					
	2100		0.1					
			3.71 (	**-**	**) ($**	**-**	**)**	

AIPCS I

Avg IA

Employee Inputs #REF! 1.5% = Salary increase

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tutors	20
Non-exempt employee rate	



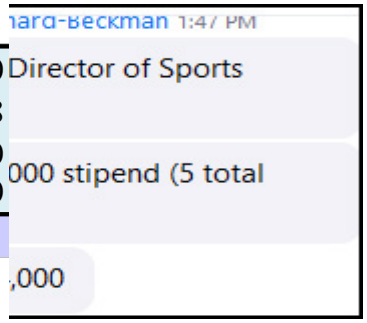
Do they have another AIMS contract? Yes or No

UPC	OBJ	Loc	FTE	Salary Rate	Total Salary	EE or PT	Annual Hours	RATE
AIPCS II								

Employee Inputs

5% 19.10%
= H&W rate increase= STRS employer rate

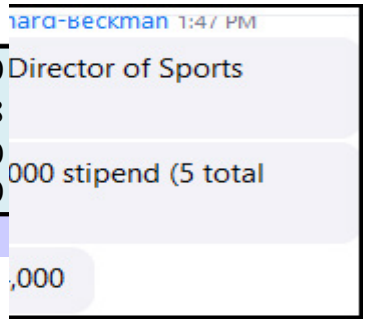
	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tutors	20
Non-exempt employee rate	



UPC	OBJ	Loc	Annual Gross Pay	Bonus and Stipends	Overtime	Total Direct Compensation	Retirement System for Employee	3101 STRS, certificated
ASES0001	2100	30		52,389)				
ASES0002	2100	20		52,390)				
ASES0003	2100	30		52,390)				
ASES0004	2100	20		52,390)				
ASES0005	2100	30		52,390)				
ASES0006	2100	20		52,390)				
ASESSAT0001	2100	20	9,360.00)	52,390)				
SPORTS	2300	30						
COACH00005	2100	20						
COACH00007	2100	30						
COACH00011	2100	20						
COACH00017	2100	30						
COACH00018	2100	20						
	2100							
				393,729)	**-**		**-**	**-)**
AIPCS I			**149,760.00)**		**-**		**-**	**-)**

Employee Inputs

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tutors	20
Non-exempt employee rate	



5% = H&W rate increase

19.10% = STRS employer rate

UPC	OBJ	Loc	Annual Gross Pay	Bonus and Stipends	Overtime	Total Direct Compensation	Retirement System for Employee	3101 STRS, certificated
AIPCS II			**139,680.00)**		**-**		**-**	**-)**

Employee Inputs 27.70% 6.20% 1.45% #REF! 10811 0.01

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tutors	20
Non-exempt employee rate	

= PERS employer rate = Medicare employer rate = State Unemployment Insurance yearly employer expense = OA
Default monthly employer health expense

UPC	OBJ	Loc	3202 PERS, classified	3313 OASDI	3323 Medicare	Monthly Health Rate	3403 Health and Welfare	3503 SUI
ASES0001	2100	30		2,901.60)	678.60)	-		468.00)
ASES0002	2100	20		2,901.60)	678.60)	-		468.00)
ASES0003	2100	30		2,901.60)	678.60)	-		468.00)
ASES0004	2100	20		2,901.60)	678.60)	-		468.00)
ASES0005	2100	30		2,901.60)	678.60)	-		468.00)
ASES0006	2100	20		2,901.60)	678.60)	-		468.00)
ASESSAT0001	2100	20		580.32)	135.72)	-		93.60)
SPORTS	2300	30		744.00)	174.00)	-		120.00)
COACH00005	2100	20		186.00)	43.50)	-		30.00)
COACH00007	2100	30		186.00)	43.50)	-		30.00)
COACH00011	2100	20		186.00)	43.50)	-		30.00)
COACH00017	2100	30		186.00)	43.50)	-		30.00)
COACH00018	2100	20		186.00)	43.50)	-		30.00)
	2100							
			-) ($	**19,663.92)**	**4,598.82)**	**-**	**-) ($**	**3,171.60)**

AIPCS I **-) ($** **9,843.12)** **2,302.02)** **-** **-) ($** **1,587.60)**

Employee Inputs

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tutors	20
Non-exempt employee rate	

27.70% = PERS employer rate | 6.20% = Medicare employer rate | 1.45% = OASDI employer rate | #REF! = Default Monthly employer health insurance expense | 10811 = Standard employer health | 0.01

UPC	OBJ	Loc	3202 PERS, classified	3313 OASDI	3323 Medicare	Monthly Health Rate	3403 Health and Welfare	3503 SUI
AIPCS II			**-**		**2,296.80)**	**-**	**-**	

Employee Inputs 1.0% -)

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tutors	20
Non-exempt employee rate	

= Workers' Comp employer rate = possible formula for STD, GTL, LTD, AD&D

CSM

UPC	OBJ	Loc	3603 Workers' Comp	3703 Other Post Employment Benefits	3903 Other Benefits	Total Benefits	Total Compensation
ASES0001	2100	30					51,316.20)
ASES0002	2100	20					51,316.20)
ASES0003	2100	30					51,316.20)
ASES0004	2100	20					51,316.20)
ASES0005	2100	30					51,316.20)
ASES0006	2100	20					51,316.20)
ASESSAT0001	2100	20					10,263.24)
SPORTS	2300	30					13,158.00)
COACH00005	2100	20					3,289.50)
COACH00007	2100	30					3,289.50)
COACH00011	2100	20					3,289.50)
COACH00017	2100	30					3,289.50)
COACH00018	2100	20					3,289.50)
	2100						
			3,171.60) ($	**-**	**)**	**-**	**347,765.94)**

AIPCS I

Employee Inputs

1.0% = Workers' Comp employer rate

-) = possible formula for STD, GTL, LTD, AD&D

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tutors	20
Non-exempt employee rate	

UPC	OBJ	Loc	3603 Workers' Comp	3703 Other Post Employment Benefits	3903 Other Benefits	Total Benefits	Total Compensation
AIPCS II			**1,584.00)**	**-**	**-**		**173,685.60)**

Employee Inputs

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tutors	20
Non-exempt employee rate	

UPC	OBJ	Loc
ASES0001	2100	30
ASES0002	2100	20
ASES0003	2100	30
ASES0004	2100	20
ASES0005	2100	30
ASES0006	2100	20
ASESSAT0001	2100	20
SPORTS	2300	30
COACH00005	2100	20
COACH00007	2100	30
COACH00011	2100	20
COACH00017	2100	30
COACH00018	2100	20
	2100	

AIPCS I

Employee Inputs

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention Tutors	20
Non-exempt employee rate	

UPC	OBJ	Loc

AIPCS II

AIMS K12 2025-2026 ASES PROGRAM ASSUMPTIONS

0.5

Resource	Obj Code	Program #	PLAN	AIMS K12 PROGRAM ASSUMPTIONS	AIMS MIDDLE
6010	2400		ASES	***ASES COORDINATOR***	
6010	2100		ASES	***ASES INTREVENTION TUTOR***	
6010	2100		ASES	***ASES SATURDAY INSTRUCTOR***	
6010	2400		ASES	***ASES HELPER***	
6010	2305		ASES	***Sports DIRECTOR***	12,000)
6010	2205		ASES	***Sports Coaches***	
6010	4300		ASES	***ASES Program Supplies***	
6010	4315		ASES	***ASES Afterschool Supplies***	
6010	4342		ASES	***ASES SPORTS Supplies & Uniforms***	4,500)
6010	4410		ASES	***Software: City Span paid for by ELOP***	
6010	4700		ASES	***Meals***	2,000)
6010	5600		ASES	***Facility Rental***	8,800)
6010	5601		ASES	***Building Maintenance/Modernization***	
6010	5800		ASES	***Discretionary flexible budget item***	8,783)
6010	5811		ASES	***Field Trips***	
6010	5830		ASES	***Transportation***	
6010	5842		ASES	***Athletic Services (Competition fees)***	
TOTAL PROGRAM ASSUMPTION COST					**42,083)**

		Approx Annual	
Hourly Rate	$65)	$52,390)	**Hours**
Program Start Date	9/1/2025		4
Program End Date	6/30/2026		6
4 Hours (Monday thru Thrusday)			

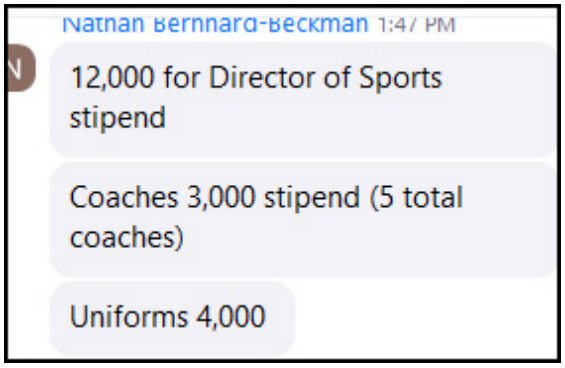
6 hours on Friday
Total Days in Program

	HRS / PPP
Invervention Tutor	40
Saturday Instructor	8
Helper	40
Internal EEs Intervention	20
Non-exempt employee rate	43.33)

Program will operate for 36 weeks

0.5

AIPCS II	TOTAL COST
	-)
	-)
	-)
	-)
	12,000)
15,000)	**15,000)**
	-)
	-)
4,500)	**9,000)**
	-)
2,000)	**4,000)**
8,800)	**17,600)**
	-)
9,177)	**17,960)**
	-)
45,477)	**87,560)**



Approx Hours

Days	Total Hrs Work
146	584
37	222
183	806

Total HRS for Program
720
144
720
360

Coversheet

LCAP Public Hearing

Section: V. Non-Action Items
Item: E. LCAP Public Hearing
Purpose:
Submitted by:
Related Material: 2026-27 AIMS HS LCAP DRAFT Review.pdf
Draft AIPCSII LCAP 5.16.pdf
LCAP Review Final.pptx

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

Submitter Information

Full Name: Julia Li
Position/Title: HS Head of School
Department: HS Site

Item Details

Title of Item: 2026-27 AIMS HS LCAP Draft Review
Is this item a: ☑ New Submission
☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals

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

Committee Review

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

If no: Explain why:

Deadline Information

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

Financial Information (if applicable):

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

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

AIMS College Prep High School

2026–27 Local Control and Accountability Plan (LCAP)

Educational Partners Feedback & Review

Purpose of the LCAP

What is the LCAP?

- Three-year strategic plan required by California
- Aligns budget, student outcomes, and continuous improvement priorities
- Developed using:
  - Dashboard data
  - Local assessment data
  - Educational Partners feedback
  - Continuous improvement planning

2026–27 Focus

- Academic achievement
- Student engagement & attendance
- Organizational effectiveness, accountability, and continuous improvement

Student & School Overview

AIMS HS Snapshot

- Grades 9–12
- Approximately 360 students
- Oakland, CA
- 100% A–G completion
- Longstanding tradition of 100% four-year college acceptance for graduating seniors
- Diverse student population including:
  - English Learners
  - Socioeconomically disadvantaged students
  - Students with disabilities

Continuous Improvement Focus

- Tier 1 instruction
- MTSS/interventions
- Attendance
- College & career readiness
- School climate

Educational Partners Engagement

Educational Partners Engaged

- Students
- Families
- Teachers
- Classified staff
- SSC
- Instructional Leadership teams
- AIMS Governing Board

Engagement Opportunities

- Surveys
- School Site Council meetings
- LCAP/Budget review meetings
- Board presentations

Key Feedback Themes

Educational Partners Prioritized:

- Stronger Tier 1 instruction
- Reduced chronic absenteeism
- Expanded MTSS and intervention supports
- More student engagement opportunities
- Expanded dual enrollment & CTE
- Stronger English Learner supports
- Improved communication systems
- Stronger college/career readiness pathways
- Improved instructional consistency

Areas of Strength

Dashboard & Local Data Highlights

- Suspension Rate
- English Learner Progress Indicator (ELPI)
- College/Career Indicator (CCI)
- Expanded NWEA benchmark implementation
- 100% A–G Completion

Data Snapshot:

- **ELPI:** 76.7% Progress Toward English Proficiency *(Blue Status)*
- **CCI:** 88.2% Prepared *(Green Status)*
- **A–G Completion:** 100%
- **Suspension Rate:** 2.1% *(Maintained Low Suspension Rates Through Restorative Practices & PBIS)*

Areas of Need

Continued Areas for Improvement

- ELA performance
- Mathematics performance
- Chronic absenteeism
- Tier 1 instructional consistency
- Implementation fidelity across systems
- Evidence-based writing and reasoning instruction

Data Snapshot:

- **ELA DFS:** -37.5
- **Math DFS:** -63.9
- **Chronic Absenteeism:** 18.5%

Goal 1: Student Achievement & Academic Outcomes

Major Priorities

Academic Achievement

- Improve ELA and Math outcomes
- Strengthen evidence-based writing and reasoning instruction
- Increase instructional consistency across departments
- Expand intervention flexibility and progress monitoring
- Strengthen MTSS activation and intervention alignment
- Expand Honors-level course pathways

College & Career Readiness

- Expand Dual Enrollment opportunities
- Expand Career Technical Education (CTE) pathways
- Increase Honors and Advanced Placement course pathways
- Maintain 100% A–G completion and strong college readiness outcomes

Key Actions

- Cycles of Inquiry (COI)
- NWEA benchmark assessments
- Tutoring & Saturday School
- English Learner supports
- Instructional coaching & walkthroughs
- Honors/AP course expansion
- Dual Enrollment & CTE expansion
- Special Education supports

Goal 2: School Climate & Student Engagement

Major Priorities

- Reduce chronic absenteeism
- Increase student connectedness
- Expand counseling & wellness supports
- Strengthen family engagement & communication systems
- Expand student leadership & extracurriculars
- Athletics & leadership opportunities

Key Actions

- PBIS & restorative practices
- Attendance intervention systems
- SST coordination
- Student wellness supports
- Family outreach & communication
- Advisory class implementation

Goal 3: High-Performing Organization

Major Priorities

- Staffing stability
- Professional development
- Operational accountability
- Data monitoring systems
- CALPADS & compliance systems
- Technology infrastructure
- Continuous improvement monitoring
- Credential monitoring

Key Actions

- PLCs & coaching cycles
- Credential monitoring
- Communication systems
- Data review systems
- CALPADS/data verification
- Continuous improvement systems

Block Schedule Implementation

Beginning 2026–27

AIMS HS will implement a block schedule model to:

- Improve instructional continuity
- Reduce transitions
- Expand intervention flexibility
- Increase deeper learning opportunities
- Expand dual enrollment, CTE, and college/career readiness access
- Strengthen student engagement
- Increase intervention and academic support opportunities

Feedback Supported This Change

Educational Partners consistently supported:

- increased intervention time
- stronger engagement
- expanded college/career readiness opportunities.

Budget Overview

Major Investment Areas

- Academic interventions
- Counseling & wellness
- Staffing & professional development
- College & career readiness
- Tier 1 Instruction & Academic Supports
- MTSS & Intervention Systems

Next Steps in the LCAP Process

- Educational partner feedback review: SSC and AIMS Board
- Final revisions
- Final board approval
- Submission to ACOE and OUSD

Thank You

Thank you for your partnership and feedback in supporting continuous improvement at AIMS HS.

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, Head of School	julia.li@aimsk12.org

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

AIMS College Prep High School (AIMS HS), located in Oakland, California, serves students in grades 9–12 as part of the American Indian Model Schools (AIMS) network. AIMS HS continues its commitment to preparing all students for college, career, and civic life through rigorous standards-aligned instruction, strong systems of support, and a safe, inclusive, and culturally responsive learning environment.

AIMS HS serves approximately 369 students, including significant populations of socioeconomically disadvantaged students, English Learners, and students receiving specialized academic supports. The school continues prioritizing equitable access to rigorous coursework, intervention systems, college and career readiness opportunities, and student wellness supports.

The 2026–27 LCAP reflects continued implementation of the district's continuous improvement efforts aligned to the AIPCS II Memorandum of Understanding (MOU) developed in partnership with the Alameda County Office of Education (ACOE). Although AIMS HS was not directly identified within the MOU, the AIMS organization continues implementing aligned systems and improvement priorities across all schools to strengthen organizational coherence, accountability, student outcomes, operational effectiveness, and educational equity.

As part of Year 3 implementation, AIMS HS continues focusing on:

improving academic achievement in ELA and Mathematics,
strengthening Tier 1 instruction,
expanding MTSS and intervention systems,
reducing chronic absenteeism,

improving student engagement and school connectedness,
strengthening English Learner and Special Education supports,
expanding dual enrollment and college/career pathways,
improving operational and data monitoring systems,
and strengthening family engagement and communication systems.

In response to educational partner feedback and analysis of student outcome data, AIMS HS will continue implementing expanded academic intervention systems, attendance supports, instructional coaching, college and career readiness opportunities, and operational systems designed to improve student outcomes and organizational effectiveness.

Beginning in 2026–27, AIMS HS will also implement a block schedule model designed to improve instructional continuity, increase opportunities for intervention and deeper learning, reduce instructional transitions, and expand access to dual enrollment, Career Technical Education (CTE), and college and career readiness opportunities.

The 2026–27 LCAP remains organized around the following three broad goal areas:

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

AIMS HS remains committed to ensuring all students have equitable access to rigorous instruction, meaningful support systems, college and career readiness opportunities, and a safe and supportive school environment that prepares students for long-term success.

Reflections: Annual Performance

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

AIMS College Prep High School reviewed the 2025 California School Dashboard, local assessment data, NWEA MAP benchmark data, educational partner feedback, attendance data, intervention data, and internal academic performance data to evaluate implementation of the LCAP and identify areas for continuous improvement.

Areas of Strength

AIMS HS demonstrated several areas of strength during the 2025–26 school year.

The school maintained strong outcomes in school climate and student support systems. AIMS HS earned Blue status on the California Dashboard for Suspension Rate with a 0.0% suspension rate, reflecting continued implementation of restorative practices, PBIS systems, student support interventions, and proactive relationship-building strategies.

AIMS HS also demonstrated significant improvement in English Learner progress. The school earned Blue status on the English Learner Progress Indicator (ELPI) with 76.7% progress toward English proficiency, representing a 55.2-point increase from the prior year. Long-Term English Learners also demonstrated strong progress.

College and Career readiness outcomes also remained strong. AIMS HS earned Green status on the College/Career Indicator (CCI) with 88.2% of students identified as prepared. The school maintained 100% A–G completion and continued its longstanding tradition of 100% four-year college acceptance for graduating seniors.

Implementation of NWEA MAP benchmark assessments improved consistency in academic progress monitoring and strengthened the school's ability to analyze student performance data across departments and student groups. NWEA data reflected stronger performance trends in formative assessment systems than statewide summative assessments, indicating the need for improved alignment between instructional practices, assessment rigor, and testing conditions.

Additional strengths included:

continued implementation of MTSS intervention systems,
expanded tutoring and Saturday School supports,
strong family and student engagement efforts,
implementation of GLAD instructional strategies,
and expansion of college and career readiness planning, including dual enrollment and Career Technical Education (CTE) pathway development.
Areas of Need

Despite several strengths, academic performance remains a significant area of need.

Dashboard results indicated declines in both English Language Arts and Mathematics performance. AIMS HS earned Orange status in ELA with a Distance From Standard (DFS) of -37.5 and Orange status in Mathematics with a DFS of -63.9.

Subgroup analysis demonstrated persistent achievement gaps among:

English Learners,
socioeconomically disadvantaged students,
African American students,
Hispanic students,
and students with disabilities.

Particular concerns included:

English Learner ELA performance at -98.9 DFS,
English Learner Math performance at -127.5 DFS,

Hispanic student ELA performance at -102.6 DFS,
and African American Math performance at -112.1 DFS.

The school also identified significant inconsistencies in evidence-based writing instruction across content areas. Departments currently utilize different writing and reasoning frameworks, limiting students' ability to consistently apply analytical reasoning skills across disciplines. Internal data demonstrated that students frequently struggled more with written justification and analysis than with procedural or content knowledge.

Implementation challenges also impacted instructional consistency during the year. Staffing instability, long-term substitute placements, teacher vacancies, and the loss of instructional coaching capacity disrupted classroom coaching cycles, professional development continuity, and instructional monitoring systems. Teacher credentialing rates and vacancies in key instructional positions also created additional implementation challenges.

The school additionally identified variability in implementation fidelity across Cycles of Inquiry (COI), intervention systems, and MTSS activation protocols. While intervention systems were operational, the school determined that stronger alignment between assessment data, intervention placement, and instructional practices is necessary to accelerate academic growth.

Chronic absenteeism and student engagement also remain ongoing concerns, particularly among student groups experiencing the greatest academic challenges. Educational partner feedback identified the need for:

stronger Tier 1 instructional consistency,
expanded intervention flexibility,
increased student engagement opportunities,
stronger attendance intervention systems,
expanded college and career pathways,
and stronger alignment between instructional practices and student performance data.
Continuous Improvement and Next Steps

Based on analysis of Dashboard data, local assessment results, educational partner feedback, and implementation reflections, AIMS HS will continue strengthening systems aligned to the AIMS Way Plan, the AIPCS II Memorandum of Understanding (MOU), and continuous improvement priorities established in collaboration with ACOE.

For the 2026–27 school year, AIMS HS will continue focusing on:

strengthening Tier 1 instruction,
increasing implementation fidelity across departments,
expanding MTSS intervention systems,
strengthening English Learner instructional supports,
improving evidence-based writing and reasoning instruction across content areas,
increasing NWEA participation and data utilization,

reducing chronic absenteeism,
expanding dual enrollment and CTE pathways,
and strengthening operational monitoring and accountability systems.

Beginning in 2026–27, AIMS HS will also implement a block schedule model designed to improve instructional continuity, increase intervention flexibility, reduce instructional transitions, and expand opportunities for deeper learning, dual enrollment access, Career Technical Education (CTE), and college and career readiness opportunities.

Reflections: Technical Assistance

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

Although AIMS College Prep High School was not formally identified for Technical Assistance, the school continues participating in ongoing continuous improvement efforts aligned to the AIPCS II Memorandum of Understanding (MOU) developed in collaboration with the Alameda County Office of Education (ACOE).

As part of these efforts, AIMS HS continues strengthening systems related to:

academic achievement,
attendance and chronic absenteeism monitoring,
English Learner progress,
MTSS and intervention implementation,
PBIS and restorative practices,
governance and operational accountability,
data monitoring and reporting systems,
CALPADS auditing and compliance,
teacher credential monitoring,
and continuous improvement planning processes.

The school additionally continues utilizing Dashboard data, NWEA benchmark data, Cycles of Inquiry (COI), educational partner feedback, and internal progress monitoring systems to evaluate implementation effectiveness and identify areas requiring additional support or intervention.

Ongoing collaboration with educational partners, district leadership, and external support providers continues to support implementation of instructional improvement efforts, intervention systems, operational monitoring structures, and college and career readiness initiatives aligned to the LCAP goals and Performance Improvement Plan priorities.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable. AIMS College Prep High School was not identified for Comprehensive Support and Improvement (CSI) during the current reporting cycle based on the California School Dashboard.

However, AIMS HS continues implementing continuous improvement efforts aligned to the AIPCS II Memorandum of Understanding (MOU), Dashboard performance indicators, local data analysis, and educational partner feedback in order to strengthen academic outcomes, attendance systems, student engagement, and operational effectiveness.

Support for Identified Schools

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

Although AIMS College Prep High School was not formally identified for Comprehensive Support and Improvement (CSI), the school continues implementing continuous improvement systems aligned to Dashboard performance indicators, the AIPCS II Memorandum of Understanding (MOU), local data analysis, and educational partner feedback.

AIMS HS continues supporting school improvement efforts through:

ongoing analysis of California School Dashboard indicators and subgroup performance data,
implementation of Cycles of Inquiry (COI) and data review processes,
expansion of MTSS and intervention systems,
strengthening Tier 1 instructional practices,
implementation of NWEA benchmark assessment cycles,
professional development focused on instructional consistency, GLAD strategies, and differentiated instruction,
attendance and chronic absenteeism intervention systems,
PBIS and restorative practices,
and operational monitoring systems related to credentialing, CALPADS, compliance, and student support services.

The school additionally continues strengthening college and career readiness opportunities through expansion of dual enrollment opportunities, Career Technical Education (CTE) pathways, counseling supports, and postsecondary planning systems.

Educational partner feedback, local assessment data, and Dashboard indicators continue informing implementation priorities and continuous improvement planning. Ongoing collaboration between school leadership, instructional staff, student support teams, district leadership, and external support providers supports implementation and monitoring of school improvement efforts aligned to LCAP goals and Performance Improvement Plan priorities.

Monitoring and Evaluating Effectiveness

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

AIMS College Prep High School will continue utilizing multiple monitoring and evaluation systems to assess implementation effectiveness, measure student outcomes, and guide continuous improvement efforts aligned to the LCAP, Dashboard indicators, Performance Improvement Plan priorities, and the AIPCS II Memorandum of Understanding (MOU).

Monitoring systems will include:

California School Dashboard indicators,
NWEA MAP benchmark assessment cycles,
course performance and pass rate monitoring,
English Learner Progress Indicator (ELPI) data,
attendance and chronic absenteeism tracking,
PBIS implementation monitoring,
suspension and behavioral data,
Student Success Team (SST) monitoring,
MTSS intervention participation and progress monitoring,
graduation and college/career readiness indicators,
A–G completion data,
dual enrollment and CTE participation data,
teacher credential monitoring,
CALPADS audits and data verification systems,
complaint tracking and compliance monitoring,
and educational partner feedback surveys.

The school will continue implementing Cycles of Inquiry (COI) and Professional Learning Community (PLC) structures to support regular review of student performance data, intervention effectiveness, instructional practices, and subgroup outcomes. Departments and instructional teams will utilize quarterly data review cycles to identify trends, evaluate intervention effectiveness, and adjust instructional and support strategies based on student needs.

AIMS HS will also continue conducting classroom walkthroughs, instructional coaching cycles, and implementation monitoring related to Tier 1 instruction, GLAD strategies, differentiated instruction, and evidence-based writing and reasoning practices across content areas.

School leadership will regularly review implementation progress through:

leadership meetings,
intervention and attendance review meetings,

instructional walkthrough data,
budget monitoring processes,
School Site Council meetings,
Board presentations,
and educational partner engagement opportunities.

Beginning in 2026–27, the school will additionally monitor implementation of the block schedule model, including its impact on instructional continuity, intervention flexibility, student engagement, attendance, dual enrollment participation, and college and career readiness outcomes.

These monitoring systems will support ongoing evaluation of implementation effectiveness and continuous refinement of instructional, operational, and student support systems in order to improve student outcomes and organizational effectiveness.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students, families, teachers, administrators, classified staff, instructional support staff, School Site Council members, ELAC members, community members, district leadership, and the Governing Board.	AIMS College Prep High School engaged educational partners throughout the 2025–26 school year in the development, review, and refinement of the 2026–27 Local Control and Accountability Plan (LCAP). Educational partner engagement activities focused on reviewing California School Dashboard data, local assessment data, attendance and intervention data, educational partner feedback, Performance Improvement Plan priorities, and continuous improvement efforts aligned to the AIPCS II Memorandum of Understanding (MOU). Educational partners participated in the LCAP development process through: School Site Council (SSC) meetings, ELAC meetings, staff meetings, department and Professional Learning Community (PLC) discussions, student leadership meetings, family engagement meetings, Board meetings, LCAP and budget review meetings, surveys, attendance and intervention review discussions, and ongoing collaboration with district and site leadership teams.

Educational Partner(s)	Process for Engagement
	Educational partner feedback opportunities included: staff surveys regarding instructional priorities, intervention systems, scheduling, professional development, and school climate, student feedback related to engagement, belonging, college and career opportunities, scheduling, and school culture, family feedback regarding communication systems, attendance supports, academic interventions, college readiness, and student wellness, and Board and leadership discussions regarding operational effectiveness, accountability systems, and alignment between the LCAP, budget, and continuous improvement priorities. Specific engagement activities included: School Site Council review of LCAP goals and budget priorities, ELAC consultation regarding supports for English Learners and multilingual students, staff discussions regarding instructional consistency, MTSS implementation, intervention systems, and block schedule planning, student leadership feedback regarding student engagement opportunities, school connectedness, and college/career pathway interests, and family engagement meetings focused on attendance supports, communication systems, academic programming, and school climate. Educational partners consistently identified the following priorities: strengthening Tier 1 instructional consistency, improving academic achievement in ELA and Mathematics, expanding MTSS and intervention systems, reducing chronic absenteeism, improving student engagement and school connectedness, expanding dual enrollment and Career Technical Education (CTE) opportunities, strengthening English Learner and Special Education supports, improving family communication systems, increasing college and career readiness opportunities,

Educational Partner(s)	Process for Engagement
	and strengthening operational accountability and data monitoring systems. Educational partner feedback also supported implementation of a block schedule model beginning in 2026–27 in order to improve instructional continuity, increase intervention flexibility, expand opportunities for deeper learning, and increase access to dual enrollment, CTE coursework, and college and career readiness opportunities.

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

Educational partner feedback significantly influenced development of the 2026–27 LCAP, including the refinement of goals, actions, metrics, intervention systems, and implementation priorities aligned to student outcome data, Dashboard indicators, and continuous improvement efforts.

Feedback from teachers, instructional staff, administrators, and instructional leadership teams emphasized the need for:

stronger Tier 1 instructional consistency,
expanded MTSS and intervention systems,
increased instructional coaching and collaboration opportunities,
stronger alignment between assessment data and instructional practices,
expanded professional development related to GLAD strategies, differentiation, and evidence-based writing instruction,
and clearer intervention and progress monitoring systems.

As a result, the LCAP includes expanded actions related to:

instructional coaching,
Professional Learning Communities (PLCs),
Cycles of Inquiry (COI),
NWEA benchmark assessment implementation,
data-driven instruction,
MTSS intervention systems,
and schoolwide evidence-based writing and reasoning practices across content areas.

Family and student feedback emphasized the importance of:

stronger communication systems,
increased attendance and engagement supports,
expanded college and career readiness opportunities,
additional extracurricular and leadership opportunities,
stronger student wellness supports,
and improved school connectedness and belonging.

In response, the LCAP includes expanded actions related to:

attendance intervention systems,
family outreach and communication,
PBIS and restorative practices,
counseling and student wellness supports,
student engagement opportunities,
dual enrollment expansion,
Career Technical Education (CTE) pathway development,
and college and career readiness programming.

Educational partners also consistently identified a need for increased instructional flexibility, deeper learning opportunities, and stronger intervention time during the school day. Based on this feedback, AIMS HS incorporated implementation of a block schedule model beginning in 2026–27 to:

improve instructional continuity,
increase intervention flexibility,
reduce instructional transitions,
expand opportunities for deeper learning,
and increase access to dual enrollment, CTE coursework, and college and career readiness opportunities.

Educational partner feedback regarding subgroup performance and educational equity also influenced expanded supports for:

English Learners,
socioeconomically disadvantaged students,
students with disabilities,
African American students,
Hispanic students,
and students experiencing chronic absenteeism.

Additionally, Board members, leadership teams, and operational staff emphasized the importance of strengthening operational accountability, data monitoring systems, CALPADS accuracy, credential monitoring, and alignment between the LCAP, budget, and continuous

improvement priorities. As a result, the LCAP continues prioritizing operational monitoring systems and continuous improvement structures aligned to the AIPCS II Memorandum of Understanding (MOU) and Performance Improvement Plan priorities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: Student Achievement and Academic Outcomes AIMS College Prep High School will improve academic achievement and college and career readiness for all students through strengthened Tier 1 instruction, standards-aligned curriculum, data-driven instructional practices, MTSS intervention systems, and expanded access to rigorous academic and postsecondary opportunities. The school will continue strengthening instructional consistency across departments through implementation of Professional Learning Communities (PLCs), Cycles of Inquiry (COI), common assessment systems, instructional coaching, and schoolwide evidence-based writing and reasoning practices across content areas. AIMS HS will continue expanding targeted academic interventions and supports, including tutoring, Saturday School, intervention programming, English Learner supports, Special Education supports, credit recovery opportunities, and NWEA benchmark assessment cycles to improve student outcomes and reduce achievement gaps. The school will also continue expanding college and career readiness opportunities through: dual enrollment, Career Technical Education (CTE) pathways, A–G aligned coursework, expanded Honors and Advanced Placement (AP) course pathways, academic counseling, college and career planning, and implementation of a block schedule model designed to improve instructional continuity, increase intervention flexibility, and expand opportunities for deeper learning and postsecondary readiness. AIMS HS will continue expanding equitable access to rigorous coursework opportunities by increasing availability of Honors-level courses aligned to Advanced Placement pathways in order to better support differentiated instruction, academic acceleration, college readiness, and student access to advanced academic opportunities.	Broad Goal

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 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AIMS College Prep High School developed Goal 1 in response to analysis of California School Dashboard data, local assessment data, NWEA MAP benchmark data, educational partner feedback, and ongoing review of student academic outcomes indicating that academic achievement remains a significant area of need.

Dashboard results demonstrated continued performance challenges in English Language Arts and Mathematics, including persistent achievement gaps among English Learners, socioeconomically disadvantaged students, African American students, Hispanic students, foster youth, and students with disabilities. Local assessment data and internal instructional reviews also identified inconsistencies in Tier 1 instructional implementation, evidence-based writing instruction, intervention activation systems, and alignment between assessment data and classroom instructional practices.

Educational partner feedback consistently emphasized the need for:

stronger instructional consistency across classrooms,
expanded MTSS and intervention systems,
increased academic supports and tutoring opportunities,
stronger English Learner instructional supports,
expanded college and career readiness pathways,
increased access to dual enrollment and Career Technical Education (CTE) opportunities,
stronger data-driven instructional systems,
and improved alignment between instructional practices and student performance outcomes.

The LEA developed this goal to continue strengthening systems related to:

Tier 1 instruction,
standards-aligned curriculum and assessment,
Professional Learning Communities (PLCs),
Cycles of Inquiry (COI),
instructional coaching,
NWEA benchmark assessment implementation,
MTSS intervention systems,
English Learner supports,
evidence-based writing and reasoning instruction,

and targeted academic interventions designed to improve student achievement and reduce subgroup performance gaps.

The school also identified a need to strengthen alignment between formative assessment systems, intervention placement criteria, instructional practices, and academic progress monitoring in order to improve implementation fidelity and accelerate student growth.

Additionally, educational partner feedback supported expansion of college and career readiness opportunities, including:
dual enrollment,
Career Technical Education (CTE) pathways,
Honors and Advanced Placement coursework expansion,
college-credit bearing coursework,
academic counseling,
and postsecondary planning supports.

Educational partners also emphasized the importance of expanding access to rigorous coursework opportunities for students who may not traditionally enroll in Advanced Placement courses by creating additional Honors-level pathways designed to strengthen college readiness, academic confidence, and preparation for advanced coursework.

Implementation of a block schedule model beginning in 2026–27 was also incorporated into this goal in response to educational partner feedback identifying the need for:

increased instructional continuity,
expanded intervention flexibility,
deeper learning opportunities,
reduced instructional transitions,
and expanded access to college and career readiness opportunities.

This goal was developed to ensure all students receive equitable access to rigorous instruction, targeted academic supports, intervention systems, and postsecondary readiness opportunities necessary for long-term academic success, college readiness, career preparation, and civic engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1.1	ELA CAASPP Distance From Standard (DFS) – All Students	-30.1 DFS	-23.6 DFS	-37.5 DFS	-31.5 DFS	-7.4 DFS

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1.2	Math CAASPP Distance From Standard (DFS) – All Students	-74.1 DFS	-31.0 DFS	-63.9 DFS	-57.9 DFS	+10.2 DFS
1.3	CAST: Science Points	38.1 Points	44.3 Points	44.3 Points	48 Points	+6.2 Points
1.4	College/Career Indicator (CCI)	52.2% Prepared	96.5% Prepared	88.2% Prepared	Maintain above 88% Prepared	+36.0 percentage points
1.5	English Learner Progress Indicator (ELPI)	21.5%	76.7%	76.7%	80%	+55.2 percentage points
1.6	NWEA MAP Math Percentile	No baseline available	65th Percentile	65th Percentile	65th Percentile or higher	No baseline available
1.7	NWEA MAP ELA Percentile	No baseline available	46th Percentile	49th Percentile	52nd Percentile	No baseline available
1.8	A–G Completion Rate	95%	100%	100%	Maintain 100%	+5 percentage points
1.9	Course Pass Rates	87%	89%	90%	92%	+3 percentage points
1.10	Graduation Rate	96.5%	96.5%	89.2%	92%	-7.3 percentage points

Goal Analysis [2025-26]

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 2025–26 school year, AIMS College Prep High School continued implementing actions aligned to Goal 1 through expansion of Tier 1 instructional supports, benchmark assessment systems, MTSS interventions, instructional collaboration structures, and college and career readiness opportunities.

The school continued implementation of NWEA MAP benchmark assessments to strengthen academic progress monitoring and data-driven instructional planning. Teachers and instructional teams utilized benchmark data during Professional Learning Community (PLC) meetings, Cycles of Inquiry (COI), intervention discussions, and instructional planning processes to identify student needs and guide targeted supports.

AIMS HS also continued implementing multiple academic intervention opportunities for students, including:

after-school tutoring,
Saturday School,
credit recovery,
targeted intervention supports,
English Learner supports,
and small-group academic interventions.

Professional development focused on:

standards alignment,
differentiated instruction,
GLAD instructional strategies,
evidence-based writing and reasoning practices,
and data-driven instructional planning.

Departments additionally engaged in instructional collaboration and data review cycles throughout the year to analyze student performance trends and adjust instructional practices.

The school also continued expanding college and career readiness planning efforts, including:
dual enrollment opportunities,
Career Technical Education (CTE) pathway development,
expanded Honors and Advanced Placement coursework opportunities,
academic counseling supports,
and implementation planning for a block schedule model beginning in 2026–27.

During the 2025–26 school year, the school also began planning for expansion of Honors-level courses aligned to Advanced Placement pathways in order to increase access to rigorous coursework opportunities, strengthen academic preparation, and provide additional differentiated instructional pathways for students preparing for advanced coursework and postsecondary success.

Overall, Goal 1 actions were partially implemented as planned during the 2025–26 school year. The school successfully maintained implementation of several major systems, including:

NWEA benchmark assessment cycles,
MTSS intervention supports,
tutoring and Saturday School systems,
PLC collaboration structures,
and instructional professional development related to differentiation and instructional practices.

One substantive implementation difference involved the district's assessment systems and intervention activation processes. During the year, the school fully transitioned to NWEA MAP benchmark assessments and discontinued previous benchmark systems in order to improve consistency in academic progress monitoring and simplify instructional data systems. While benchmark implementation improved access to student performance data, the school identified a continued need for stronger alignment between assessment data, intervention placement criteria, and classroom instructional practices.

Another substantive shift involved increased focus on evidence-based writing and reasoning practices across content areas. Internal instructional reviews and student performance data identified inconsistencies in writing frameworks and analytical reasoning instruction across departments. In response, the school began planning for stronger alignment of writing and reasoning practices across ELA, History, Science, and Mathematics beginning in 2026–27.

The school also experienced several implementation challenges during the year. Teacher vacancies, staffing instability, long-term substitute placements, and the loss of instructional coaching capacity disrupted instructional consistency and professional development continuity. Variability in implementation fidelity across Cycles of Inquiry (COI), intervention systems, and classroom instructional practices also limited the effectiveness of some academic interventions and instructional improvement efforts.

Although MTSS interventions and academic supports provided important assistance to students, Dashboard and local assessment data demonstrated that intervention systems alone were insufficient to fully address persistent achievement gaps. The school identified a continued need for:

stronger Tier 1 instructional consistency,
expanded instructional coaching and walkthrough systems,
improved implementation fidelity,
stronger English Learner instructional supports,
and tighter alignment between assessment systems, intervention placement, and classroom instruction.

Despite these challenges, several successes were observed during implementation. English Learner Progress Indicator (ELPI) performance improved significantly, demonstrating positive impact from increased implementation of GLAD strategies and English Learner instructional supports. The school also maintained strong College/Career Indicator outcomes and continued expanding planning related to dual enrollment, CTE pathways, and postsecondary readiness opportunities.

Educational partner feedback additionally influenced expansion of college and career readiness opportunities. As a result, Goal 1 actions were revised to include expanded:
dual enrollment opportunities,
Career Technical Education (CTE) pathways,
Honors and Advanced Placement coursework opportunities,
college-credit bearing coursework,
academic counseling supports,
and postsecondary readiness systems.

Based on educational partner feedback and analysis of student course enrollment trends, AIMS HS also incorporated expansion of Honors-level courses aligned to Advanced Placement pathways in order to improve equitable access to rigorous coursework, strengthen college readiness preparation, support differentiated instruction, and increase opportunities for students to access advanced academic pathways.

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 expenditures within Goal 1 differed from original budget projections due to staffing changes, implementation adjustments, expanded intervention needs, and shifts in instructional priorities during the 2025–26 school year.

Teacher vacancies, staffing instability, and long-term substitute placements resulted in differences between budgeted certificated salary expenditures and estimated actual expenditures. Vacancies in instructional and support positions, including ELA, Special Education, and instructional support roles, impacted the timing and allocation of certain planned expenditures related to instructional services and intervention implementation.

The school also experienced changes in professional development and instructional coaching expenditures during the year. The loss of instructional coaching capacity and staffing transitions resulted in adjustments to planned coaching cycles, instructional walkthroughs, and some professional development activities. As a result, certain instructional support expenditures differed from original projections.

Assessment and intervention expenditures also shifted during implementation. During the year, AIMS HS fully transitioned to NWEA MAP benchmark assessments and discontinued previous benchmark assessment systems in order to improve consistency in academic progress monitoring and simplify instructional data systems. This transition resulted in changes to software, assessment, and data system expenditures compared to original budget assumptions.

Intervention supports, including tutoring, Saturday School, credit recovery, English Learner interventions, and MTSS programming, continued throughout the year; however, implementation levels and participation varied based on staffing availability, student participation rates, scheduling limitations, and evolving intervention needs identified through benchmark and Dashboard data.

Expanded planning and implementation efforts related to:

dual enrollment opportunities,
Career Technical Education (CTE) pathway development,
college and career readiness initiatives,
and block schedule implementation planning

also resulted in adjustments to certain planned expenditures during the year as the school responded to educational partner feedback and evolving implementation priorities.

Despite these expenditure variances, AIMS HS continued prioritizing expenditures aligned to:

Tier 1 instructional improvement,
intervention systems,
English Learner supports,
MTSS implementation,
college and career readiness opportunities,
and continuous improvement priorities identified through Dashboard data, educational partner feedback, and the AIPCS II Memorandum of Understanding (MOU).

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

Several actions under Goal 1 demonstrated partial effectiveness in supporting academic achievement, improving instructional systems, and strengthening intervention supports during the 2025–26 school year.

Implementation of NWEA MAP benchmark assessments improved consistency in academic progress monitoring and increased teacher access to actionable student performance data. Teachers and instructional teams utilized benchmark data during Professional Learning Community (PLC) meetings, Cycles of Inquiry (COI), and intervention planning discussions to identify students needing additional support and guide instructional decision-making. NWEA participation and implementation also strengthened the school's ability to monitor student growth across departments and student groups.

MTSS intervention systems, including tutoring, Saturday School, credit recovery, targeted intervention supports, and small-group academic assistance, provided additional academic support opportunities for students performing below grade-level standards. These interventions increased access to academic support services and improved the school's ability to provide targeted assistance to students identified through benchmark and classroom performance data.

Professional development related to:

standards alignment,
differentiated instruction,
GLAD instructional strategies,
evidence-based writing practices,
and data-driven instruction

also contributed to increased teacher collaboration and greater awareness of instructional best practices across departments.

Implementation of GLAD instructional strategies and English Learner supports demonstrated notable effectiveness in improving English Learner Progress Indicator (ELPI) outcomes. AIMS HS earned Blue status on the ELPI with significant year-over-year growth, indicating that increased implementation of language supports and differentiated instructional practices positively impacted English Learner progress toward proficiency.

Expanded planning and implementation related to college and career readiness opportunities, including dual enrollment expansion, Career Technical Education (CTE) pathway development, and postsecondary readiness supports, also increased educational partner engagement and strengthened long-term planning for student engagement and college/career readiness outcomes.

However, despite implementation of these actions, overall academic outcomes did not improve at the desired rate. California School Dashboard data continued to reflect significant performance gaps in English Language Arts and Mathematics among multiple student groups, including English Learners, socioeconomically disadvantaged students, African American students, Hispanic students, and students with disabilities.

The school identified several factors that limited the effectiveness of Goal 1 actions during the year. Teacher vacancies, staffing instability, long-term substitute placements, and loss of instructional coaching capacity negatively impacted instructional continuity, classroom support systems, and consistency of instructional implementation across departments.

Additionally, while intervention systems provided important support opportunities, the school determined that intervention systems alone were insufficient to fully address persistent achievement gaps without stronger Tier 1 instructional consistency and improved implementation fidelity across classrooms.

Internal instructional reviews and student performance analysis also identified inconsistencies in evidence-based writing and reasoning instruction across content areas. Students often demonstrated stronger procedural skills than analytical reasoning and written justification skills, indicating a need for greater alignment of instructional practices across ELA, History, Science, and Mathematics.

The school additionally identified variability in implementation fidelity across Cycles of Inquiry (COI), MTSS activation systems, and intervention placement processes. While intervention infrastructure was operational, stronger alignment between assessment systems, intervention triggers, and classroom instructional practices was identified as a continued area of need.

Based on these reflections, AIMS HS determined that continued improvement efforts for 2026–27 must focus on:

strengthening Tier 1 instructional consistency,
increasing implementation fidelity,
expanding instructional coaching and walkthrough systems,
improving alignment between assessment data and intervention placement,
strengthening evidence-based writing and reasoning instruction across content areas,
increasing NWEA participation and data utilization,
and expanding intervention flexibility and college/career readiness opportunities through implementation of the block schedule model.

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.

Based on reflections from the 2025–26 school year, AIMS College Prep High School made several refinements to Goal 1 for the 2026–27 school year in order to strengthen academic achievement systems, improve implementation fidelity, and better align instructional practices with student performance data and educational partner feedback.

The school refined Goal 1 to place increased emphasis on:

strengthening Tier 1 instructional consistency,
improving evidence-based writing and reasoning instruction across content areas,
strengthening MTSS activation systems,
increasing alignment between benchmark data and intervention placement,
expanding college and career readiness opportunities,
and improving implementation monitoring systems.

Several actions were revised to strengthen instructional consistency and implementation fidelity across departments. For 2026–27, AIMS HS will expand:

instructional walkthroughs,
instructional coaching cycles,
Professional Learning Community (PLC) collaboration,
Cycles of Inquiry (COI),
common assessment systems,
and data-driven instructional planning processes.

The school also revised actions related to schoolwide evidence-based writing and reasoning instruction after identifying inconsistencies in instructional frameworks across ELA, History, Science, and Mathematics. For 2026–27, departments will strengthen alignment of writing and reasoning practices across content areas in order to improve students' analytical reasoning and evidence-based writing skills.

Based on analysis of English Learner performance data and educational partner feedback, the school additionally expanded actions related to:

GLAD instructional strategy implementation,
English Learner instructional supports,
differentiated instruction,
and monitoring of classroom implementation fidelity.

The district also refined MTSS and intervention actions for 2026–27 in response to reflections indicating that intervention systems were not consistently activated through formalized data triggers and progress monitoring systems. As a result, the school strengthened plans related to:

intervention placement criteria,
benchmark data utilization,
intervention progress monitoring,
NWEA participation expectations,
and alignment between assessment data and intervention systems.

Several metrics and target outcomes were also updated to better align with current Dashboard performance data, NWEA implementation data, subgroup performance trends, and realistic growth expectations. Updated targets include:

improved ELA and Math Distance From Standard (DFS) outcomes,
increased NWEA participation,
increased dual enrollment participation,
increased Career Technical Education (CTE) participation,
strengthened English Learner progress outcomes,
and expanded monitoring of intervention participation and implementation fidelity.

Educational partner feedback additionally influenced expansion of college and career readiness opportunities. As a result, Goal 1 actions were revised to include expanded:

dual enrollment opportunities,
Career Technical Education (CTE) pathways,
college-credit bearing coursework,
academic counseling supports,
and postsecondary readiness systems.

Implementation of a block schedule model beginning in 2026–27 was also incorporated into Goal 1 based on educational partner feedback identifying the need for:

increased instructional continuity,
expanded intervention flexibility,
reduced instructional transitions,
deeper learning opportunities,
and increased access to college and career readiness opportunities.

Additionally, for the 2026–27 school year, AIMS HS consolidated several previously separate actions into broader strategic action areas in order to:

improve coherence,
strengthen implementation monitoring,

improve fiscal alignment,
reduce redundancy,
and better align actions to continuous improvement priorities, Dashboard data, and educational partner feedback.

While some action structures were refined, the core services and supports from the prior year continue to be implemented through expanded and more integrated systems aligned to:

Tier 1 instruction,
MTSS intervention,
English Learner supports,
college and career readiness,
and continuous improvement priorities established through the AIPCS II Memorandum of Understanding (MOU).

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Strengthen Tier 1 Instruction and Instructional Consistency	AIMS HS will continue strengthening Tier 1 instruction through instructional coaching, classroom walkthroughs, standards alignment, Professional Learning Communities (PLCs), Cycles of Inquiry (COI), common assessments, data-driven instructional planning, and schoolwide evidence-based writing and reasoning practices across content areas. Professional development will focus on differentiated instruction, GLAD strategies, evidence-based writing instruction, and implementation fidelity to improve instructional consistency across classrooms and departments.	$250,000.00	No
1.2	MTSS, Academic Intervention, and Data-Driven Support Systems	AIMS HS will continue implementing MTSS intervention systems and data-driven academic supports through NWEA benchmark assessment cycles, tutoring, Saturday School, targeted interventions, English Learner supports, credit recovery, intervention progress monitoring, and small-group academic supports. The school will strengthen intervention placement systems, progress monitoring, and alignment between assessment data and intervention services to improve student outcomes and reduce achievement gaps.	$470,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	English Learner, Literacy, and Academic Language Supports	AIMS HS will continue strengthening supports for English Learners and students requiring additional literacy and academic language development through GLAD implementation, designated ELD instruction, differentiated instructional supports, academic language development, writing and reasoning strategies across content areas, and targeted intervention services. Walkthroughs and instructional coaching cycles will monitor implementation fidelity and support instructional improvement.	$150,000.00	Yes
1.4	College and Career Readiness	AIMS HS will continue expanding college and career readiness opportunities through A–G aligned coursework, expanded Honors and Advanced Placement course offerings, academic counseling, college application support, college-credit bearing opportunities, postsecondary planning systems, internship opportunities, and expanded student supports related to graduation and college readiness. The school will continue strengthening equitable access to rigorous coursework opportunities by expanding Honors-level pathways aligned to Advanced Placement coursework in order to support academic acceleration, differentiated instruction, college readiness, and preparation for advanced academic opportunities. The school will continue maintaining systems supporting 100% college acceptance and strong College/Career Indicator outcomes.	$65,000.00	Yes
1.5	Dual Enrollment, CTE, and Postsecondary Pathway Expansion	AIMS HS will expand access to dual enrollment opportunities, Career Technical Education (CTE) pathways, and postsecondary readiness opportunities through strengthened college partnerships, expanded college-credit bearing coursework, pathway development, career exploration opportunities, and implementation of the block schedule model beginning in 2026–27. The block schedule model is intended to improve instructional continuity, increase intervention flexibility, support deeper learning, and expand access to college and career readiness opportunities.	$230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Continuous Improvement, PLC, COI, and Instructional Monitoring	AIMS HS will continue strengthening continuous improvement systems through implementation of Professional Learning Communities (PLCs), Cycles of Inquiry (COI), instructional walkthroughs, coaching cycles, data review processes, and implementation monitoring systems designed to improve instructional effectiveness, strengthen implementation fidelity, and increase alignment between instructional practices and student outcomes.	$85,000.00	No
1.7	Block Schedule Implementation	AIMS HS will implement a block schedule model beginning in 2026–27 designed to improve instructional continuity, increase intervention flexibility, reduce instructional transitions, support deeper learning opportunities, and expand student access to Career Technical Education (CTE), dual enrollment, and college and career readiness opportunities.	$75,000.00	No
1.10				
1.13				
1.14				
1.15				
1.18				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: School Climate and Student Engagement AIMS College Prep High School will maintain a safe, inclusive, and supportive school environment by strengthening school climate systems, reducing chronic absenteeism, increasing student engagement, and expanding social-emotional, behavioral, and attendance supports for all students. The school will continue implementing Positive Behavioral Interventions and Supports (PBIS), restorative practices, Student Success Team (SST) systems, attendance intervention processes, family outreach systems, counseling supports, and student engagement opportunities designed to ensure students feel connected, supported, safe, and engaged in school. AIMS HS will continue strengthening attendance monitoring systems, individualized attendance interventions, case management supports, student belonging initiatives, and family communication systems in order to improve attendance, reduce chronic absenteeism, strengthen school connectedness, and improve overall student outcomes. The school will also continue expanding opportunities for: student leadership, athletics, extracurricular activities, student wellness supports, family engagement, and culturally responsive school climate initiatives designed to strengthen belonging and student participation in school life. Beginning in 2026–27, AIMS HS will implement a block schedule model designed to improve instructional continuity, increase intervention flexibility, reduce instructional transitions, and strengthen opportunities for student engagement, relationship-building, and academic support during the school day. AIMS HS will prioritize supports for English Learners, socioeconomically disadvantaged students, foster youth, African American students, Hispanic students, students with disabilities, and students experiencing chronic absenteeism or disengagement from school.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

AIMS College Prep High School developed Goal 2 in response to analysis of chronic absenteeism data, California School Dashboard indicators, educational partner feedback, attendance trends, student engagement data, and ongoing review of school climate and student wellness outcomes.

Although AIMS HS maintained strong school climate outcomes, including a 0.0% suspension rate and Blue status on the California School Dashboard for Suspension Rate, chronic absenteeism and student engagement remain significant areas of need. Educational partner feedback and local data identified continued concerns related to attendance, student connectedness, intervention responsiveness, and inconsistent student engagement among several student groups.

Dashboard and local data demonstrated that students experiencing chronic absenteeism often also experienced lower academic performance, reduced school connectedness, and increased intervention needs. Educational partner feedback additionally identified the need for:

stronger attendance intervention systems,
earlier identification of disengaged students,
increased student belonging and wellness supports,
stronger family communication systems,
expanded extracurricular and leadership opportunities,
increased counseling and case management supports,
and stronger intervention flexibility during the school day.

The LEA developed this goal to continue strengthening systems related to:

Positive Behavioral Interventions and Supports (PBIS),
restorative practices,
Student Success Team (SST) processes,
attendance monitoring and intervention systems,
counseling and wellness supports,
family outreach and communication,
student engagement opportunities,
and individualized intervention and case management systems.

The school additionally identified a need for stronger coordination between attendance monitoring, intervention systems, family outreach, and academic support structures in order to improve student engagement, attendance, and overall school connectedness.

Educational partner feedback also supported continued expansion of:

athletics,
student leadership opportunities,
extracurricular activities,
culturally responsive school climate initiatives,
and opportunities that strengthen student belonging and connection to school.

Implementation of a block schedule model beginning in 2026–27 was also incorporated into this goal in response to educational partner feedback identifying the need for:

increased instructional continuity,
reduced transitions during the school day,
expanded intervention flexibility,
increased opportunities for relationship-building,
and improved student engagement and connectedness.

This goal was developed to ensure all students experience a safe, inclusive, supportive, and engaging learning environment that promotes attendance, wellness, belonging, academic engagement, and long-term student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
2.1	Chronic Absenteeism Rate (Schoolwide)	17.39%	16.7%	18.5%	Reduce to 14%	+1.11 percentage points
2.2	Chronic Absenteeism Rate — English Learners	13.2%	14.8%	16%	Reduce to 10%	+2.8 percentage points
2.3	Chronic Absenteeism Rate — Students with Disabilities	28.4%	26%	30%	Reduce to 20%	+1.6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
2.4	Suspension Rate (Schoolwide)	2.3%	2%	2.1%	Maintain below 1%	-0.2 percentage points
2.5	Panorama Student Survey	No baseline available	Baseline Administration (May 2026)	62% Favorable	70% Favorable	No baseline available
2.6	Panorama Family Survey	No baseline available	Baseline Administration (May 2026)	64% Favorable	72% Favorable	No baseline available
2.7	SPED Enrollment	8%	9%	10%	Maintain 10% or higher	+2 percentage points
2.8	Latino Enrollment	22%	24%	25%	Maintain 25% or higher	+3 percentage points
2.9	Total HS Enrollment	352 Students	369 Students	369 Students	385 Students	+17 students

Goal Analysis [2025-26]

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 2025–26 school year, AIMS College Prep High School continued implementing actions aligned to Goal 2 through expansion of school climate systems, attendance interventions, student engagement opportunities, PBIS implementation, restorative practices, counseling supports, and family outreach systems designed to strengthen student wellness, belonging, and school connectedness.

The school continued implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, Student Success Team (SST) systems, attendance monitoring processes, and individualized intervention supports for students experiencing attendance, behavioral, social-emotional, or academic challenges. Attendance monitoring systems included ongoing attendance reviews, family outreach, attendance meetings, SST referrals, intervention planning, and individualized case management supports for students identified through attendance and engagement data.

AIMS HS also continued implementing counseling and student wellness supports, student engagement activities, leadership opportunities, athletics, and extracurricular programming designed to strengthen school connectedness and improve overall student engagement. Family communication and outreach systems were maintained throughout the year to support attendance intervention efforts, academic engagement, and student wellness initiatives.

Overall, Goal 2 actions were substantially implemented during the 2025–26 school year. The school successfully maintained implementation of PBIS systems, restorative practices, attendance intervention processes, SST systems, counseling supports, and family outreach structures.

One major area of success involved school climate and student discipline outcomes. AIMS HS maintained low suspension rates throughout the school year through continued implementation of restorative practices, proactive student support systems, relationship-building strategies, and alternatives to exclusionary discipline practices. PBIS systems and restorative approaches continued supporting a positive and supportive school culture focused on student engagement and intervention rather than punitive discipline practices.

Additional successes included:

continued implementation of SST systems,
strong collaboration between student support staff and families,
expansion of student engagement and leadership opportunities,
increased counseling and intervention supports,
and continued development of positive school culture systems.

These efforts contributed to maintaining a supportive and inclusive school environment despite ongoing attendance and engagement challenges.

Attendance intervention systems were also consistently implemented throughout the year, including:

attendance monitoring,
family outreach,
attendance meetings,
individualized intervention planning,
SST referrals,
and targeted attendance supports.

However, chronic absenteeism remained a significant challenge despite implementation of these systems. The school identified that while interventions were occurring, many students experiencing chronic absenteeism required:

earlier intervention,
stronger case management systems,
improved coordination between attendance and academic intervention supports,
stronger family engagement systems,
and expanded intervention flexibility during the school day.

Educational partner feedback additionally identified a need for:

stronger student engagement opportunities,
increased student belonging initiatives,
expanded extracurricular opportunities,
stronger attendance intervention responsiveness,
and schedule structures that better support intervention, relationship-building, and student engagement.

The school also experienced implementation challenges related to staffing capacity, competing student needs, intervention coordination, and limited flexibility within the traditional bell schedule structure. These factors limited the school's ability to consistently provide intervention responsiveness and individualized support during the instructional day.

As a result of these reflections, AIMS HS incorporated planning for implementation of a block schedule model beginning in 2026–27 in order to:

improve instructional continuity,
increase intervention flexibility,
reduce transitions during the school day,
expand opportunities for relationship-building,
strengthen student engagement,
and improve attendance and school connectedness outcomes.

The school also identified a continued need for stronger alignment between attendance monitoring systems, intervention supports, counseling services, family outreach, and academic support systems in order to improve responsiveness for students experiencing chronic absenteeism, disengagement, or ongoing intervention needs.

Despite ongoing challenges, Goal 2 implementation contributed to maintaining a safe, supportive, and student-centered school environment while strengthening systems related to attendance intervention, student engagement, school climate, and student wellness.

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 expenditures within Goal 2 differed from original budget projections due to staffing adjustments, expanded student support needs, evolving attendance intervention priorities, and implementation shifts during the 2025–26 school year.

Changes in staffing assignments, student support responsibilities, counseling services, and intervention coordination resulted in differences between budgeted salary expenditures and estimated actual expenditures related to attendance intervention systems, counseling supports, and student engagement programming.

Attendance intervention and student support expenditures also shifted during the year as the school responded to increased chronic absenteeism needs and educational partner feedback requesting stronger case management systems, expanded family outreach, and

additional student engagement opportunities. As a result, certain expenditures related to attendance interventions, counseling supports, family communication systems, and student engagement activities differed from original projections.

The school additionally expanded expenditures related to:

student engagement activities,
athletics,
extracurricular programming,
student leadership opportunities,
school culture-building activities,
and wellness supports

in response to educational partner feedback identifying a need for stronger student connectedness, belonging, and engagement opportunities.

Implementation levels for some attendance intervention and counseling supports also varied throughout the year based on staffing capacity, student participation, intervention responsiveness, and evolving student needs identified through attendance and school climate data.

Planning and preparation related to implementation of the block schedule model beginning in 2026–27 also resulted in adjustments to certain planning and operational expenditures during the year as the school evaluated structures designed to improve instructional continuity, intervention flexibility, and student engagement.

Despite these expenditure variances, AIMS HS continued prioritizing expenditures aligned to:

PBIS implementation,
restorative practices,
attendance intervention systems,
counseling and wellness supports,
student engagement opportunities,
family outreach systems,
and school climate initiatives

designed to improve attendance, student connectedness, wellness, and overall student outcomes.

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

Several actions under Goal 2 demonstrated effectiveness in maintaining a safe, supportive, and inclusive school environment while strengthening student support systems, attendance interventions, and school climate initiatives during the 2025–26 school year.

Implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, relationship-building strategies, and proactive student support systems was effective in maintaining low suspension rates and supporting a positive school climate. The school continued prioritizing restorative conversations, alternatives to exclusionary discipline practices, and individualized student supports, which contributed to maintaining strong school climate outcomes and minimizing suspension rates.

Student Success Team (SST) systems, counseling supports, attendance monitoring processes, and family outreach efforts also improved the school's ability to identify students requiring additional academic, behavioral, attendance, or social-emotional supports. Increased collaboration between counselors, administrators, teachers, intervention staff, and families strengthened coordination of support services and improved responsiveness to student needs.

Student engagement opportunities, including leadership activities, athletics, extracurricular programs, and school culture-building initiatives, also demonstrated positive impact in supporting student connectedness, relationship-building, and overall school climate. Educational partner feedback indicated that students valued opportunities for increased engagement, student voice, leadership participation, and expanded extracurricular activities.

Family communication systems and attendance intervention processes additionally contributed to improved monitoring of student attendance concerns and increased family engagement related to attendance and student support systems.

However, despite implementation of these actions, chronic absenteeism continued to remain a significant challenge. While attendance interventions, outreach efforts, and individualized supports were operational throughout the year, the school determined that intervention systems were not always implemented early enough or with sufficient intensity to fully address attendance challenges among students experiencing chronic absenteeism.

The school identified several factors limiting the effectiveness of Goal 2 actions, including:

high levels of student intervention needs,
inconsistent attendance patterns,
staffing capacity limitations,
competing student wellness and academic support needs,
and limited flexibility within the traditional bell schedule structure.

The school also determined that stronger coordination between attendance intervention systems, counseling services, MTSS supports, family outreach systems, and academic intervention structures is necessary to improve long-term attendance and engagement outcomes.

Educational partner feedback additionally identified a need for:

increased student belonging initiatives,
stronger student engagement opportunities,
expanded extracurricular and leadership activities,
stronger case management systems,

earlier intervention responsiveness,
and increased intervention flexibility during the instructional day.

The school additionally identified that while PBIS and restorative systems were effective in maintaining low suspension rates and a positive school climate, stronger systems are still needed to improve student connectedness, attendance consistency, and engagement among students experiencing chronic absenteeism or disengagement from school.

Planning for implementation of a block schedule model beginning in 2026–27 was therefore incorporated into Goal 2 in response to reflections indicating that increased instructional continuity, reduced transitions, expanded intervention flexibility, and increased opportunities for relationship-building may help strengthen student engagement, attendance, and school connectedness.

Based on these reflections, AIMS HS determined that continued improvement efforts for 2026–27 must focus on:

strengthening attendance intervention systems,
improving intervention responsiveness,
increasing student engagement opportunities,
expanding counseling and wellness supports,
strengthening family outreach and communication systems,
improving coordination between attendance and academic support systems,
and increasing opportunities for student belonging, leadership, and school connectedness.

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.

Based on reflections from the 2025–26 school year, AIMS College Prep High School refined Goal 2 for the 2026–27 school year in order to strengthen attendance intervention systems, improve student engagement and school connectedness, increase intervention responsiveness, and better align student support systems with educational partner feedback and identified student needs.

The school refined Goal 2 to place increased emphasis on:

chronic absenteeism reduction,
student engagement and belonging,
intervention responsiveness,
counseling and wellness supports,
family outreach and communication,
and coordination between attendance, behavioral, academic, and social-emotional support systems.

Several actions were revised to strengthen attendance intervention and case management systems. For 2026–27, AIMS HS will expand:

attendance monitoring processes,

individualized attendance interventions,
Student Success Team (SST) coordination,
family outreach systems,
counseling supports,
and progress monitoring systems designed to improve intervention responsiveness and attendance outcomes.

The school also refined actions related to student engagement and school connectedness after educational partner feedback identified the need for:

increased extracurricular opportunities,
stronger student belonging initiatives,
expanded leadership opportunities,
increased student voice opportunities,
and stronger school culture-building activities.

As a result, the school expanded planned actions related to:

athletics,
clubs and extracurricular programming,
student leadership development,
student wellness supports,
and culturally responsive engagement initiatives.

Several metrics and target outcomes were also updated to better align with current attendance trends, student engagement data, educational partner feedback, and realistic implementation expectations. Updated metrics include:

chronic absenteeism outcomes,
student connectedness and belonging measures,
counseling and intervention participation data,
extracurricular participation metrics,
attendance intervention monitoring systems,
and student engagement indicators.

Based on reflections indicating that intervention systems were not always implemented early enough or with sufficient flexibility, the school additionally strengthened planned actions related to:

case management systems,
intervention coordination,
attendance response timelines,
family engagement responsiveness,

and alignment between attendance, counseling, and academic intervention systems.

Educational partner feedback also strongly supported implementation of a block schedule model beginning in 2026–27 in order to:

improve instructional continuity,
reduce transitions during the school day,
expand intervention flexibility,
increase opportunities for relationship-building,
improve student engagement,
and strengthen school connectedness and attendance outcomes.

Additionally, for the 2026–27 school year, AIMS HS consolidated several previously separate actions into broader strategic action areas in order to:

improve coherence,
strengthen implementation monitoring,
reduce redundancy,
improve fiscal alignment,
and better align actions to Dashboard data, educational partner feedback, and continuous improvement priorities.

While some action structures were refined, the core services and supports from the prior year continue to be implemented through expanded and more integrated systems aligned to:

PBIS,
restorative practices,
attendance intervention,
student engagement,
counseling and wellness supports,
family outreach,
and school climate improvement priorities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	PBIS, Restorative Practices, and	AIMS HS will continue implementing Positive Behavioral Interventions and Supports (PBIS), restorative practices, relationship-building strategies,	$105,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	School Climate Systems	school culture systems, behavioral interventions, and proactive student support structures designed to maintain a safe, inclusive, and supportive learning environment. Staff will continue utilizing restorative approaches, alternatives to exclusionary discipline practices, and student-centered intervention systems to strengthen school climate and student connectedness.		
2.2	Attendance Intervention and Case Management Systems	AIMS HS will continue strengthening attendance intervention systems through attendance monitoring, Student Success Team (SST) coordination, family outreach, attendance meetings, individualized intervention planning, case management systems, and progress monitoring supports designed to reduce chronic absenteeism and improve student engagement. The school will strengthen coordination between attendance, counseling, intervention, and academic support systems to improve responsiveness for students experiencing chronic absenteeism or disengagement from school.	$1,232,716.00	Yes
2.3	Counseling, Wellness, and Student Support Services	AIMS HS will continue expanding counseling services, social-emotional supports, wellness interventions, crisis response systems, behavioral support services, and individualized student support systems designed to strengthen student wellness, belonging, and school connectedness. Student support staff will collaborate with teachers, families, and intervention teams to coordinate services and support student success.	$14,323.00	Yes
2.4	Student Engagement, Leadership, Athletics, and Extracurricular Opportunities	AIMS HS will continue expanding opportunities for student engagement through athletics, clubs, extracurricular programs, student leadership opportunities, school culture-building activities, student voice initiatives, and culturally responsive engagement activities designed to strengthen belonging, participation, and student connectedness. The school will continue expanding student leadership opportunities and engagement programming in response to educational partner feedback supporting increased student involvement and school connectedness.	$190,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Family Engagement and Communication Systems	AIMS HS will continue strengthening family engagement and communication systems through family outreach, attendance communication, parent engagement activities, translation and interpretation supports, family meetings, educational workshops, and communication systems designed to strengthen partnerships between families and the school community.	$95,000.00	Yes
2.7				
2.8				
2.9				
2.10				
2.11				
2.12				
2.14				

Goal #	Description	Type of Goal
3	Goal 3: High-Performing Organization and Operational Effectiveness AIMS College Prep High School will strengthen organizational effectiveness, operational systems, staff capacity, data monitoring systems, and continuous improvement structures in order to support high-quality instruction, student achievement, educational equity, compliance, and long-term organizational sustainability. The school will continue strengthening systems related to: governance and operational accountability, fiscal oversight and resource alignment, CALPADS and data reporting accuracy, credential monitoring, staffing recruitment and retention, professional development, compliance systems, technology infrastructure, communication systems, safety planning, and continuous improvement processes aligned to the AIPCS II Memorandum of Understanding (MOU). AIMS HS will continue utilizing data-driven decision-making systems, Professional Learning Communities (PLCs), Cycles of Inquiry (COI), educational partner feedback, Dashboard analysis, NWEA benchmark data, operational monitoring systems, and implementation review processes to strengthen organizational coherence and improve student outcomes. The school will also continue strengthening recruitment, hiring, onboarding, retention, and professional capacity systems in order to improve staffing stability, implementation fidelity, instructional consistency, and operational effectiveness across departments. Beginning in 2026–27, AIMS HS will continue strengthening operational systems and implementation planning related to the block schedule model, expanded dual enrollment opportunities, Career Technical Education (CTE) pathway development, and integrated intervention systems designed to improve student achievement, engagement, and college and career readiness outcomes.	Broad Goal

Goal #	Description	Type of Goal
	AIMS HS will prioritize operational systems and continuous improvement structures that ensure equitable access to rigorous instruction, student supports, safe learning environments, and organizational systems necessary to support long-term student success.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AIMS College Prep High School developed Goal 3 in response to ongoing analysis of organizational systems, implementation data, Dashboard performance indicators, educational partner feedback, staffing trends, operational monitoring needs, and continuous improvement priorities identified through the AIPCS II Memorandum of Understanding (MOU) and local data review processes.

Educational partner feedback and internal implementation reflections identified the need for stronger organizational coherence, implementation monitoring, staffing stability, operational accountability systems, and alignment between instructional priorities, intervention systems, fiscal planning, and operational structures.

The LEA developed this goal to continue strengthening systems related to:

governance and operational accountability,
staffing recruitment and retention,
credential monitoring,
CALPADS and data reporting accuracy,
fiscal oversight,
technology infrastructure,
communication systems,
professional development,
compliance systems,
safety planning,
and continuous improvement monitoring processes.

The school also identified a continued need for stronger implementation fidelity across instructional and operational systems. Internal reflections demonstrated that variability in implementation consistency, staffing transitions, vacancies, and limited instructional coaching capacity impacted the effectiveness of instructional improvement efforts and intervention systems during the 2025–26 school year.

Educational partner feedback additionally emphasized the importance of:

stronger communication systems,
increased operational transparency,
improved staffing stability,
clearer intervention coordination systems,
stronger professional development supports,
and stronger alignment between data systems, instructional planning, and student support structures.

The LEA also identified a need to strengthen data monitoring and continuous improvement systems in order to improve responsiveness to student performance trends, attendance concerns, intervention implementation, and subgroup outcome disparities identified through Dashboard and local assessment data.

Implementation of NWEA benchmark assessment systems, Cycles of Inquiry (COI), Professional Learning Communities (PLCs), and intervention monitoring structures further highlighted the need for stronger coordination between instructional, operational, fiscal, and compliance systems to improve organizational effectiveness and support long-term student outcomes.

Additionally, planning for implementation of the block schedule model beginning in 2026–27, expansion of dual enrollment opportunities, and Career Technical Education (CTE) pathway development increased the need for strengthened scheduling systems, staffing coordination, operational planning, and implementation monitoring structures.

This goal was therefore developed to ensure AIMS HS maintains strong organizational systems, staffing capacity, operational accountability, compliance structures, and continuous improvement processes necessary to support equitable access to rigorous instruction, student support systems, safe learning environments, and long-term student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
3.1	Teacher Credentialing Rate	68% credentialed	70% credentialed	72.2% credentialed	Increase to 80% credentialed	+4.2 percentage points
3.2	CALPADS/Data Reporting Accuracy	90% accurate	94% accurate	97% accurate	100% accurate	+7 percentage points

Goal Analysis [2025-26]

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 2025–26 school year, AIMS College Prep High School continued implementing actions aligned to Goal 3 through strengthening operational systems, staffing structures, professional development systems, compliance monitoring, data reporting processes, communication systems, and continuous improvement structures designed to support student achievement, organizational effectiveness, and long-term sustainability.

The school continued implementing operational monitoring systems related to:

staffing and credential monitoring,
CALPADS and data reporting,
fiscal oversight,
professional development,
communication systems,
compliance monitoring,
safety planning,
and continuous improvement processes aligned to the AIPCS II Memorandum of Understanding (MOU).

AIMS HS also continued implementing Professional Learning Communities (PLCs), Cycles of Inquiry (COI), NWEA benchmark assessment systems, data review cycles, and instructional collaboration structures designed to support continuous improvement and data-driven decision-making across departments.

Professional development and collaboration opportunities focused on:

standards alignment,
differentiated instruction,
GLAD instructional strategies,
assessment and data analysis,
instructional planning,
intervention systems,
and implementation of instructional best practices.

The school additionally continued strengthening operational systems related to:

staffing recruitment and onboarding,
credential monitoring,
educational partner communication,

technology systems,
intervention coordination,
and alignment between operational systems and instructional priorities.

Overall, Goal 3 actions were substantially implemented during the 2025–26 school year. The school successfully maintained implementation of multiple operational and continuous improvement systems, including:

PLC collaboration structures,
COI implementation processes,
CALPADS monitoring systems,
compliance reporting systems,
NWEA benchmark implementation,
educational partner communication systems,
and operational oversight structures.

Several successes were observed during implementation. The school improved implementation of benchmark assessment systems and increased access to instructional performance data through NWEA MAP implementation. Operational coordination between departments also improved in several areas, including attendance monitoring, intervention coordination, student support systems, and college and career readiness planning.

The school additionally maintained implementation of multiple compliance and operational accountability systems aligned to ongoing MOU and Dashboard monitoring priorities. Increased collaboration between instructional leadership, operational staff, counseling teams, and intervention staff supported stronger alignment between instructional and operational systems throughout the year.

However, several implementation challenges impacted Goal 3 implementation during the 2025–26 school year. Teacher vacancies, staffing instability, long-term substitute placements, and limited instructional coaching capacity affected staffing continuity, implementation fidelity, and instructional consistency across departments.

The school also identified variability in implementation fidelity across Cycles of Inquiry (COI), walkthrough systems, intervention monitoring processes, and instructional collaboration structures. While systems were operational, implementation consistency varied across departments and teams.

Operational capacity challenges additionally impacted responsiveness in some areas related to:

staffing coordination,
intervention monitoring,
communication systems,
data review processes,
and implementation follow-through.

The school further identified a continued need for stronger alignment between:

instructional systems,
operational systems,
intervention monitoring,
fiscal planning,
staffing structures,
and continuous improvement processes.

Educational partner feedback additionally emphasized the need for:

stronger communication systems,
increased staffing stability,
stronger professional development supports,
improved implementation monitoring,
clearer accountability structures,
and stronger coordination between departments and support systems.

As a result of these reflections, AIMS HS incorporated several refinements into Goal 3 for the 2026–27 school year, including:

expanded implementation monitoring systems,
increased instructional walkthroughs and coaching cycles,
strengthened staffing recruitment and retention systems,
expanded operational monitoring processes,
increased alignment between instructional and operational planning,
and stronger implementation fidelity monitoring structures.

Planning and operational coordination related to implementation of the block schedule model beginning in 2026–27 also became a major focus area during the year. Additional planning related to dual enrollment expansion, Career Technical Education (CTE) pathways, intervention scheduling, and staffing coordination increased the need for stronger operational systems and implementation monitoring structures.

Despite implementation challenges, Goal 3 actions contributed to maintaining organizational stability, continuous improvement systems, compliance structures, operational accountability systems, and instructional support systems necessary to support student achievement and schoolwide improvement efforts.

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 expenditures within Goal 3 differed from original budget projections due to staffing changes, operational adjustments, implementation shifts, and evolving organizational priorities during the 2025–26 school year.

Staffing vacancies, hiring delays, substitute coverage needs, and changes in staffing assignments resulted in differences between budgeted salary expenditures and estimated actual expenditures related to instructional support, operational coordination, coaching capacity, and student support services.

Professional development, instructional coaching, and collaboration expenditures also varied throughout the year due to staffing transitions, scheduling adjustments, and implementation changes related to instructional support systems, Cycles of Inquiry (COI), and instructional collaboration structures. The loss of instructional coaching capacity during the school year also impacted implementation of some planned coaching and walkthrough activities, resulting in adjustments to related expenditures.

Technology, assessment, and operational expenditures additionally shifted during the year as the school expanded implementation of NWEA MAP benchmark assessment systems, strengthened operational monitoring systems, and increased alignment between instructional and operational data systems. Some software, communication, and operational support expenditures differed from original budget assumptions as systems evolved throughout implementation.

Operational and compliance-related expenditures also varied due to:

CALPADS monitoring needs,
staffing recruitment and onboarding,
substitute staffing costs,
implementation planning for the block schedule model,
increased intervention coordination,
and expanded planning related to dual enrollment and Career Technical Education (CTE) pathway development.

The school additionally experienced expenditure adjustments related to:

professional consulting services,
staffing support systems,
communication systems,
technology infrastructure,
operational coordination,
and implementation planning associated with continuous improvement priorities aligned to the AIPCS II Memorandum of Understanding (MOU).

Despite these expenditure variances, AIMS HS continued prioritizing expenditures aligned to:

staffing recruitment and retention,
professional development,
instructional collaboration,
operational accountability systems,
CALPADS and compliance monitoring,
data reporting systems,
technology infrastructure,
communication systems,
and continuous improvement structures designed to support student achievement and organizational effectiveness.

These expenditure adjustments reflected ongoing efforts to align operational systems, staffing structures, implementation supports, and continuous improvement priorities with evolving student needs, educational partner feedback, Dashboard performance data, and organizational improvement efforts.

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

Several actions under Goal 3 demonstrated effectiveness in strengthening operational systems, organizational coordination, compliance monitoring, data systems, and continuous improvement structures during the 2025–26 school year.

Implementation of Professional Learning Communities (PLCs), Cycles of Inquiry (COI), and benchmark assessment systems increased collaboration between instructional teams and improved access to student performance data. Departments and instructional teams engaged in regular data review discussions, intervention planning, and instructional collaboration processes designed to improve alignment between instructional practices and student needs.

Implementation of NWEA MAP benchmark assessments also improved the school's ability to monitor student growth, analyze subgroup performance data, and support data-driven instructional planning. Increased access to benchmark data strengthened intervention planning processes and supported more consistent monitoring of student progress across departments.

Operational systems related to:

CALPADS and compliance monitoring,
educational partner communication,
intervention coordination,
staffing oversight,
professional development,
and organizational accountability

also demonstrated effectiveness in supporting ongoing school operations and continuous improvement efforts aligned to Dashboard monitoring and MOU priorities.

The school additionally maintained implementation of several important operational accountability systems, including:

credential monitoring,
fiscal oversight,
compliance reporting,
educational partner communication systems,
and safety and operational monitoring structures.

Increased collaboration between instructional leadership, operational staff, counseling teams, intervention teams, and support staff also improved coordination of services and strengthened alignment between instructional and operational systems.

However, despite implementation of these actions, the school identified several areas where implementation effectiveness was limited or inconsistent.

Teacher vacancies, staffing instability, long-term substitute placements, and limited instructional coaching capacity negatively impacted staffing continuity, implementation fidelity, instructional support systems, and consistency of instructional practices across departments.

The school additionally identified variability in implementation fidelity across:

Cycles of Inquiry (COI),
instructional walkthrough systems,
intervention monitoring processes,
professional development implementation,
and instructional collaboration structures.

While systems were operational, implementation consistency varied between departments and teams, limiting the overall effectiveness of some continuous improvement efforts.

Operational capacity limitations also impacted responsiveness in several areas related to:

staffing coordination,
intervention monitoring,
communication systems,
follow-through on implementation expectations,
and alignment between instructional, operational, and intervention systems.

Educational partner feedback further identified a need for:

stronger staffing stability,
increased instructional coaching and walkthrough support,

stronger communication systems,
clearer accountability structures,
improved operational coordination,
and stronger alignment between instructional priorities and operational systems.

The school also identified a continued need for stronger integration between:

instructional systems,
intervention systems,
staffing structures,
operational planning,
fiscal oversight,
and continuous improvement monitoring processes.

Planning related to implementation of the block schedule model, dual enrollment expansion, and Career Technical Education (CTE) pathway development additionally highlighted the need for stronger operational coordination systems and implementation monitoring structures to support future expansion efforts.

Based on these reflections, AIMS HS determined that continued improvement efforts for 2026–27 must focus on:

strengthening staffing recruitment and retention systems,
increasing implementation fidelity monitoring,
expanding instructional coaching and walkthrough systems,
improving operational coordination and communication,
strengthening continuous improvement monitoring processes,
and improving alignment between instructional, operational, and intervention systems.

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.

Based on reflections from the 2025–26 school year, AIMS College Prep High School refined Goal 3 for the 2026–27 school year in order to strengthen organizational effectiveness, improve implementation fidelity, increase operational coordination, and better align staffing, instructional, intervention, and continuous improvement systems.

The school refined Goal 3 to place increased emphasis on:

staffing stability and recruitment,
implementation fidelity monitoring,
instructional coaching and walkthrough systems,
operational coordination,

communication systems,
data monitoring and reporting accuracy,
compliance systems,
and alignment between instructional and operational planning processes.

Several actions were revised to strengthen implementation monitoring and accountability systems across departments. For 2026–27, AIMS HS will expand:

instructional walkthroughs,
coaching and collaboration cycles,
implementation monitoring systems,
operational review processes,
and data analysis systems designed to improve consistency and follow-through across instructional and operational structures.

The school also refined actions related to staffing recruitment, retention, onboarding, and credential monitoring after identifying staffing instability and vacancies as significant barriers to implementation consistency during the 2025–26 school year. As a result, Goal 3 actions now place increased emphasis on:

staffing recruitment timelines,
credential monitoring,
onboarding systems,
substitute coverage coordination,
and professional capacity development.

Based on reflections indicating variability in implementation fidelity across Cycles of Inquiry (COI), intervention systems, and instructional collaboration structures, the school additionally strengthened planned actions related to:

PLC implementation,
COI completion monitoring,
instructional coaching,
data review cycles,
and operational accountability structures.

Several metrics and target outcomes were also updated to better align with:

current staffing and credentialing data,
implementation fidelity trends,
operational monitoring priorities,
communication responsiveness goals,
CALPADS and compliance monitoring expectations,

and realistic implementation targets informed by prior year reflections.

The school additionally refined actions related to technology systems, operational coordination, communication systems, and data monitoring processes in order to strengthen alignment between instructional systems, intervention systems, fiscal planning, and operational decision-making.

Educational partner feedback also influenced expansion of:

communication responsiveness goals,
implementation monitoring systems,
operational transparency,
professional development supports,
and cross-department coordination structures.

Planning and implementation related to the block schedule model beginning in 2026–27 additionally resulted in expanded actions related to:

scheduling coordination,
staffing alignment,
operational planning,
intervention scheduling systems,
and implementation monitoring structures designed to support instructional continuity, intervention flexibility, and expanded college and career readiness opportunities.

Additionally, for the 2026–27 school year, AIMS HS consolidated several previously separate operational actions into broader strategic action areas in order to:

improve coherence,
strengthen implementation monitoring,
improve fiscal alignment,
reduce redundancy,
and better align operational systems with Dashboard priorities, educational partner feedback, and continuous improvement efforts.

While some action structures were refined, the core operational systems and supports from the prior year continue to be implemented through expanded and more integrated systems aligned to:

staffing and credential monitoring,
operational accountability,
compliance systems,
data monitoring,
instructional collaboration,

continuous improvement structures,
and organizational effectiveness priorities established through the AIPCS II Memorandum of Understanding (MOU).

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staffing Recruitment, Retention, Credentialing, and Professional Capacity	AIMS HS will continue strengthening staffing recruitment, retention, onboarding, substitute coordination, credential monitoring, and professional capacity systems in order to improve staffing stability, implementation fidelity, instructional consistency, and organizational effectiveness. Professional development, collaboration structures, and staff support systems will continue supporting instructional and operational improvement efforts aligned to schoolwide priorities.	$238,669.00	No
3.2	Operational Accountability, Compliance, and Data Systems	AIMS HS will continue strengthening operational accountability systems related to CALPADS reporting, compliance monitoring, credential oversight, fiscal alignment, state reporting, intervention tracking, data accuracy, and organizational monitoring systems aligned to Dashboard priorities and the AIPCS II Memorandum of Understanding (MOU).	$28,143.00	No
3.3	Technology Infrastructure and Data-Driven Systems	AIMS HS will continue strengthening technology infrastructure, software systems, communication systems, benchmark assessment platforms, instructional technology supports, operational data systems, and student information systems designed to support instructional effectiveness, operational coordination, data analysis, and organizational efficiency.	$79,100.00	No
3.4	Safety Planning, Operational Systems, and Organizational Sustainability	AIMS HS will continue implementing safety planning systems, emergency preparedness procedures, operational coordination structures, facility oversight systems, scheduling coordination, implementation planning, and organizational sustainability efforts designed to support safe learning environments and long-term operational effectiveness. This action also	$100,000.00	No

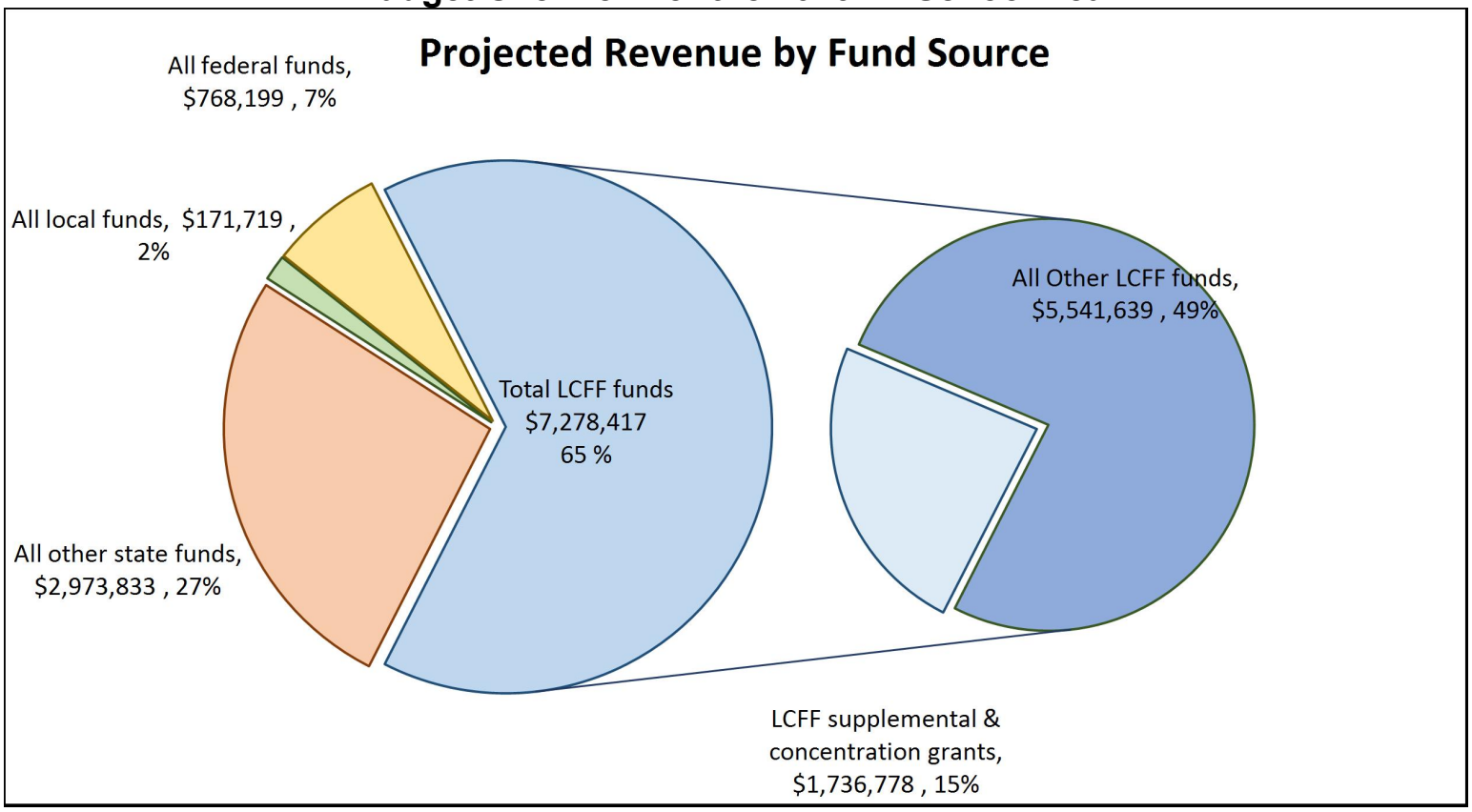
Action #	Title	Description	Total Funds	Contributing
		includes operational planning and coordination related to implementation of the block schedule model beginning in 2026–27.		
3.7				
3.8				
3.12				

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: American Indian Public Charter School II
CDS Code:
School Year: 2026-27
LEA contact information:
Jonathan Winn, Head of School

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

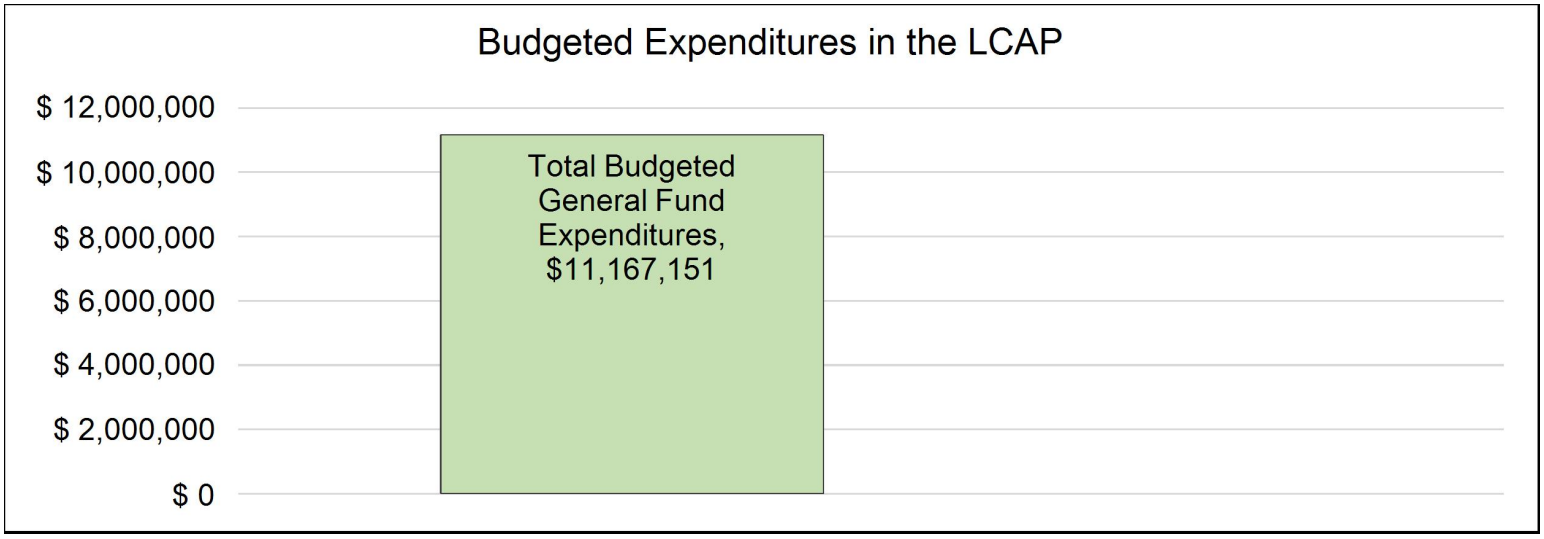


This chart shows the total general purpose revenue American Indian Public Charter School II expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for American Indian Public Charter School II is $11,192,168, of which $$7,278,417 is Local Control Funding Formula (LCFF), $2,973,833 is other state funds, $171,719 is local funds, and $768,199 is federal funds. Of the $$7,278,417 in LCFF Funds, $$1,736,778 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much American Indian Public Charter School II plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

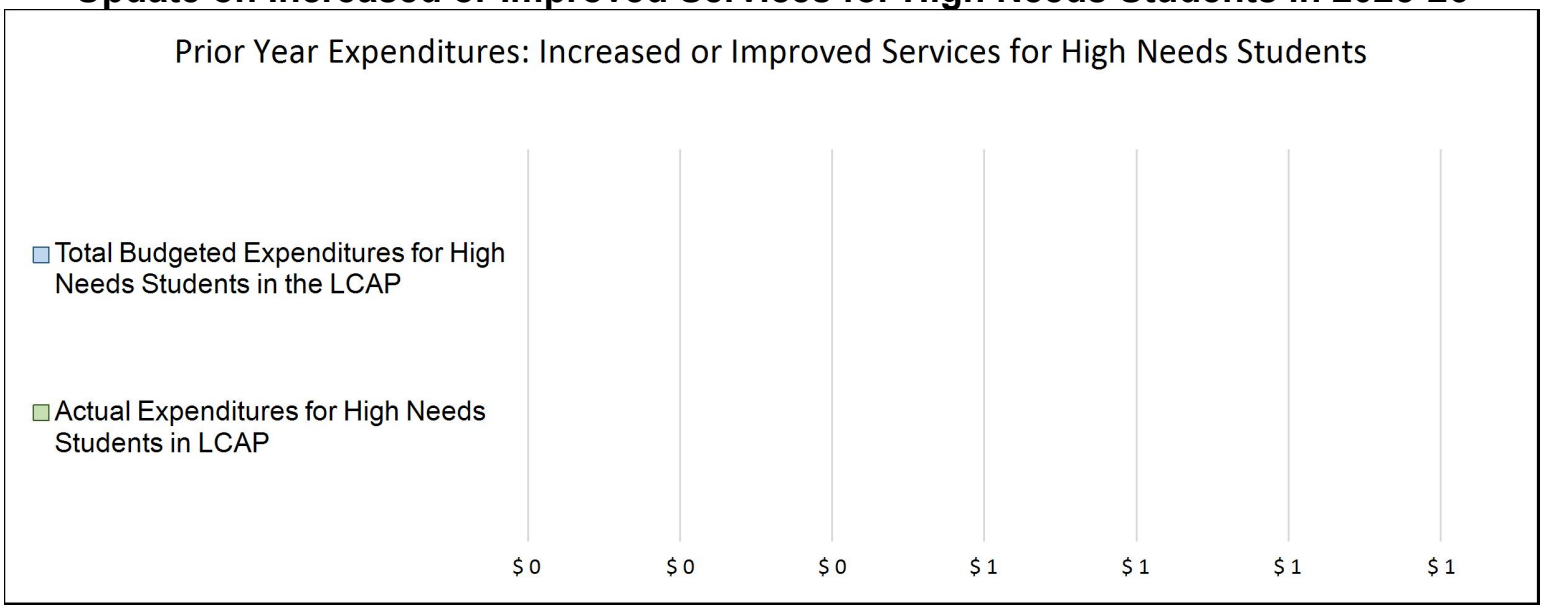
The text description of the above chart is as follows: American Indian Public Charter School II plans to spend $11,167,151 for the 2026-27 school year. Of that amount, $ is tied to actions/services in the LCAP and $11,167,151 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, American Indian Public Charter School II is projecting it will receive $$1,736,778 based on the enrollment of foster youth, English learner, and low-income students. American Indian Public Charter School II must describe how it intends to increase or improve services for high needs students in the LCAP. American Indian Public Charter School II plans to spend $ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what American Indian Public Charter School II budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what American Indian Public Charter School II estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, American Indian Public Charter School II's LCAP budgeted $ for planned actions to increase or improve services for high needs students. American Indian Public Charter School II actually spent $ for actions to increase or improve services for high needs students in 2025-26.

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	Jonathan Winn, Head of School	jonathan.winn@aimsk12.org

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

American Indian Public Charter School II (AIPCS II), located in downtown Oakland, serves a diverse student body of 528 students. As of the 2025–26 school year, the school's enrollment reflects the following demographic composition:

- African American: 54.2%
- Asian: 26.7%
- Latino: 7.1%
- White: 4.3%
- Two or More Races: 1.8%
- English Learners (EL): 20.3%
- Socioeconomically Disadvantaged (SED): 80.9%
- Students with Disabilities (SWD): 8.0%

Our current strategic focus is centered on strengthening academic achievement, student supports, school culture, and organizational effectiveness in alignment with AIPCS II's long-term vision for excellence and continuous improvement. As we enter the 2026–2027 school year, our work remains grounded in creating a safe, academically rigorous, and student-centered learning environment where all scholars are prepared for success in high school, college, career, and community leadership.

Following AIPCS II's transition to Alameda County Office of Education (ACOE) oversight in 2025 and the establishment of a Memorandum of Understanding (MOU) focused on continuous improvement and accountability, the school spent the 2025–2026 school year strengthening systems, structures, and practices related to academics, safety, governance, equity, and student engagement. This foundational work

positioned the school to enter the 2026–2027 school year with a stronger operational and instructional framework focused not only on meeting MOU expectations, but also on advancing the school's broader vision for student achievement, organizational effectiveness, and long-term sustainability.

For the 2026–2027 school year, our LCAP is organized around three strategic goals that reflect both our vision for continuous improvement and our commitment to fulfilling the expectations outlined within the ACOE MOU:

The 2026–27 LCAP remains organized around the following three broad goal areas:
Goal 1: Student Achievement and Academic Outcomes
Improve student academic outcomes through rigorous instruction, targeted intervention, structured MTSS supports, and data-driven practices that accelerate learning and reduce retention.

Goal 2: School Climate and Student Engagement
Strengthen school culture, student engagement, attendance, and safety through proactive behavioral supports, restorative practices, and systems that foster positive learning environments for all scholars.

Goal 3: High-Performing Organization (Supporting Conditions)
operational systems, staffing structures, governance practices, and accountability measures necessary to ensure a stable, compliant, and effective organization that supports long-term student success.

Reflections: Annual Performance

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

Reflecting on our State Indicators, specifically Academic Achievement (Priority 4), our Dashboard data reveals a critical narrative: While our students continue to perform above the state standard, achieving a commendable Distance From Standard (DFS) of +25.7 points in English Language Arts and +25.6 points in Mathematics, our internal analysis recognized this as a significant drop from our historical performance levels in previous years. This downward trend was the primary catalyst for our recent instructional shifts. To aggressively reverse this trend and prevent our English Learners and Low-Income student groups from falling behind, we implemented rigorous, continuous cycles of inquiry during weekly professional development. Through these collaborative cycles, teachers urgently analyze data, refine instructional practices, and maintain a high standard of academic rigor aligned with California Common Core State Standards. Moving forward, our next steps involve utilizing these cycles of inquiry to restore our historical achievement highs while fundamentally upgrading our Multi-Tiered System of Supports (MTSS). To address past inconsistencies in Tier 2 delivery, we are now structurally embedding targeted intervention blocks directly into our master schedule to guarantee equitable, data-driven support. Furthermore, 64.8% of our English Learners are making strong, measurable progress toward English fluency, building the academic vocabulary required for high school success.

Under Implementation of State Standards (Priority 2), AIPCS II continues to strengthen alignment to California State Standards through ongoing professional development, instructional coaching, standards-aligned curriculum implementation, and data-driven cycles of inquiry

designed to improve instructional effectiveness across all content areas. Staff collaboration and instructional planning remain focused on ensuring rigorous, standards-based instruction for all student groups.

Regarding school climate indicators, we actively monitor performance to ensure equity and a safe learning environment. Our suspension rate (Priority 6) remains exceptionally low at 1.3%, a testament to our continued reliance on a proactive, age-appropriate Positive Behavioral Interventions and Supports (PBIS) framework. In addressing Chronic Absenteeism (Priority 5), our current rate stands at 15.10%. We rigorously track absenteeism internally across all student populations, maintaining strict oversight of groups with fewer than 11 students, such as Foster Youth and Homeless Youth, whose data is withheld from public reporting for privacy reasons. Moving forward, we are committed to strengthening our tiered support systems to directly assist families facing economic or logistical barriers, thereby improving daily attendance and engagement.

AIPCS II successfully met the state standard in all local self-reporting categories, and our analysis of daily implementation reveals strong systemic practices. Under Basic Conditions (Priority 1), we maintain 100% compliance in ensuring all teachers are appropriately credentialed and assigned, facilities are in good repair, and all K-8 students possess state-adopted instructional materials. In Parent and Family Engagement (Priority 3), we have moved beyond simply measuring engagement through surveys; we actively facilitate regular English Learner Advisory Committee (ELAC) meetings and provide comprehensive translation services to eliminate linguistic barriers to family participation. Finally, regarding Course Access (Priority 7), strict master schedule audits confirm that 100% of enrolled students, including Foster Youth, Homeless Youth, and Students with Disabilities—have equitable access to a broad course of study encompassing core academics, enrichment programs, physical education, and the arts.

Regarding Other Pupil Outcomes (Priority 8), AIPCS II continues to monitor local measures including classroom-based assessments, intervention progress monitoring, enrichment participation, and physical education outcomes to ensure students receive a well-rounded educational experience that supports both academic growth and overall development. Through ongoing analysis of local performance data, the school continues refining instructional and enrichment opportunities to better support the diverse needs and strengths of all scholars.

Reflections: Technical Assistance

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

Not applicable, AIMS did not receive Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Due to the charter renewal and MOU process for AIPCS II, AIMS received targeted support from ACOE to develop an improvement plan outlined in the MOU. This plan informs the updated LCAP for AIPCS II and will serve as the primary focus for the school's improvement efforts in the coming years.

Monitoring and Evaluating Effectiveness

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

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

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents - Traffic Safety Survey - January	The school administered a parent traffic and transportation survey as part of ongoing efforts to monitor school arrival and dismissal procedures in alignment with the school's MOU. Parents and guardians were asked to provide feedback on student perceptions of safety, efficiency, and overall experience during pick-up and drop-off times. Survey results indicated that while families generally felt that the process was safe, there were consistent concerns regarding efficiency and wait times during dismissal. In response to this feedback, the school committed LCAP resources toward improving the dismissal system by exploring and investing in a structured student pick-up platform, such as PikMyKid or Juggl, to streamline procedures, improve traffic flow, and enhance the overall safety and efficiency of arrival and dismissal routines for scholars and families.
School Site Council - 1.21.26	On January 21, 2026, the School Site Council (SSC) met to discuss budget and school priorities for both the current and upcoming school year. Key topics included campus security and safety, play structures and designated play times for scholars, and strategies to build a more cohesive K–8 school community. During the meeting, SSC members emphasized the importance of strengthening systems to ensure that all campus visitors are thoroughly vetted prior to entering the school. In response to this feedback, the school implemented the Raptor Visitor Management System to enhance visitor screening procedures and improve overall campus safety.
Community Parters - Shoong Family Cultural Center - 1.23.26	AIMS K-8 Leadership had the opportunity to sit down with representatives from the Shoong Family Cultural Center (SFCC),

Educational Partner(s)	Process for Engagement
	where the school utilizes the gym facility, to discuss the ongoing partnership. Topics included observations from the gym partnership thus far, opportunities for deeper collaboration, and community perceptions of AIMS scholars while on-site. SFCC board members shared feedback that, when scholars travel to the gym, they are not always in uniform, which sometimes makes it difficult for community members to easily identify them as AIMS scholars. This raised questions around consistency and school representation in shared community spaces. In response to this input, the school committed LCAP resources toward increased support for uniform access and purchases for families, ensuring that all scholars are able to be in uniform. This investment supports the school's charter commitment as a uniformed campus while also strengthening student belonging, school pride, and a more cohesive sense of identity across all learning environments.
School Site Council - 2.25.26	The School Site Council met to discuss overall school priorities, with a strong consensus emerging thatpositive school culture needed to be more intentionally prioritized. Parents expressed particular concern that academics were receiving the majority of focus and that insufficient funds and resources were being allocated toward culture-building activities and meaningful "memory-making" experiences for scholars. In response to this input, the school committed to dedicating specific LCAP funds toward enriching student experiences, including field trips and expanded opportunities such as student government, in order to strengthen school culture, student engagement, and sense of belonging.
Instructional Staff - 2.27.26	On February 27, 2026, instructional staff met to discuss schoolwide priorities and needs for scholars. A major theme that emerged during the discussion was literacy, with staff highlighting the need for increased access to reading materials and the development of a school library space. Staff also emphasized the importance of building a stronger reading culture across grade levels. In response to this input, the school allocated designated funds for a Reading Buddies program, where high school and middle school scholars read with elementary scholars to support literacy development and foster cross-grade connections. Additionally, the school established a goal of

Educational Partner(s)	Process for Engagement
	developing a dedicated library space and set aside funds to begin building a more robust collection of books for scholars.
Community Partner - Destiny Arts - 3.6.26	AIMS Leadership met with representatives from Destiny Arts, the organization that provides outsourced arts programming for scholars, to review current offerings and scholar engagement. The discussion focused on program participation patterns and the types of arts experiences scholars have been most drawn to throughout the year. Destiny Arts shared their observation that middle school scholars demonstrated particularly strong interest and enthusiasm for theater-based activities. In response to this feedback, the school made a commitment in the LCAP to expand and strengthen theater arts programming by hiring a dedicated theater teacher for the following school year. This decision reflects both partner input and scholar interest, and supports continued access to high-quality, culturally responsive arts education that fosters creativity, confidence, and student engagement.
Student Government Association - 3.20.26	AIMS Leadership met with the Middle School Student Government to gather student input on their learning experiences and school resources. During this meeting, scholars shared feedback regarding instructional materials, specifically noting that some of the English-related texts felt outdated and did not reflect current interests or engagement needs. Students expressed a desire for more modern and relevant reading materials to support their learning. In response to this feedback, the school committed LCAP resources toward updating and purchasing new physical copy novels aligned with the middle school Amplify curriculum, with the goal of strengthening instructional relevance, increasing student engagement, and ensuring scholars have access to high-quality, up-to-date reading materials that support academic success.
AIMS Parent United - 4.11.26	AIMS Leadership met with the President of AIMS Parent United, the school's parent advocacy group, to discuss key family concerns and priorities related to student experience and school climate. During this engagement, the parent leader raised concerns regarding incidents of bullying, particularly within 5th grade and middle school cohorts, and emphasized the importance of strengthening supports to ensure all scholars feel safe, included, and respected on campus. In response to

Educational Partner(s)	Process for Engagement
	this feedback, the school committed LCAP resources toward expanding targeted social-emotional learning (SEL) programming for middle school scholars, as well as dedicating funds to schoolwide initiatives that promote inclusivity, belonging, and anti-bullying campaigns. These investments are intended to strengthen positive school culture, reinforce respectful peer relationships, and ensure a safe and supportive learning environment for all scholars.
PE Teachers - 4.17.26	physical education (PE) teachers met with school and district leadership to discuss safety concerns related to scholars walking to and from the Shoong Family Cultural Center, where PE classes are held. During these discussions, staff shared observations and concerns regarding the route, which includes several blocks through a downtown area where unhoused individuals are present, raising safety considerations for scholars during transitions. PE staff emphasized the importance of additional adult support to ensure safe and supervised travel to and from the facility. In response to this feedback, the school committed LCAP resources to add an additional instructional aide (TA) specifically assigned to support PE transitions and walking supervision, with the goal of increasing student safety, improving supervision during off-campus movement, and ensuring secure access to physical education programming.
AIMS Merger Meeting - 05.07.26	In 2026, a community meeting was held with stakeholders from AIPCS II and AIMS Middle School to discuss a potential merger between the two schools. A portion of the meeting was dedicated to LCAP planning and priorities, during which attendees engaged in small group discussions to identify key instructional needs based on available data and school observations. Across groups, parents and community members consistently emphasized the importance of strengthening small-group instruction at the elementary level to ensure scholars build strong foundational skills in reading and mathematics. In response to this input, the school committed LCAP resources to fund dedicated reading and math interventionists, with the goal of increasing targeted academic support, improving foundational skill development, and ensuring equitable access to high-quality instruction for all elementary scholars.

Educational Partner(s)	Process for Engagement
Instructional and Cultural Leadership Team (ICLT) Meeting - 05.13.26	the Instructional and Cultural Leadership Team (ICLT) met weekly to review schoolwide priorities and support ongoing instructional planning. During one of these meetings, school leaders were presented with the proposed budget and asked to analyze it for potential gaps and areas of need. Through this review process, leaders identified math curriculum and vertical articulation as key areas requiring attention. While student performance in mathematics remains above state averages, data indicated a decline over the past two years, prompting concern about long-term instructional alignment and outcomes across grade levels. In response to this analysis and leadership input, the school committed LCAP resources toward the adoption and purchase of a new mathematics curriculum designed to strengthen vertical alignment, improve instructional coherence across grade levels, and support sustained student achievement in math.

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

The adopted LCAP was directly informed by ongoing engagement with a broad range of educational partners, including families, students, instructional staff, leadership teams, and community partners. Through School Site Council meetings, instructional staff meetings, student leadership groups, parent advocacy organizations, partner organizations, and cross-school leadership discussions, stakeholders provided consistent feedback that helped shape both academic and culture/climate priorities across the school.

Educational partner feedback highlighted several key themes. Families and School Site Council members emphasized the need to strengthen campus safety and visitor screening processes, which led to the adoption of the Raptor Visitor Management System. Parents also expressed concern that school resources were heavily focused on academics at the expense of school culture and enrichment experiences, resulting in LCAP investments in field trips, student government, and expanded student experiences to support belonging and engagement. Instructional staff and leadership teams identified literacy and foundational skill development as priorities, leading to funding for reading and math interventionists, Reading Buddies programming, and the development of a dedicated school library space with increased access to books.

Students provided direct input through student government meetings, noting the need for updated and more relevant instructional materials, which resulted in the purchase of new physical novels aligned to the middle school curriculum. Additionally, feedback from middle school students regarding school climate and bullying concerns informed the expansion of social-emotional learning supports and targeted anti-bullying and inclusion initiatives.

Community and partner organizations also influenced key operational and programmatic decisions. Input from the Shoong Family Cultural Center highlighted concerns about student identification and uniform consistency during off-site transitions, resulting in increased investment in uniform support to ensure equity and strengthen school belonging. Destiny Arts provided feedback on student engagement in arts

programming, particularly the strong interest in theater among middle school scholars, which led to the decision to hire a dedicated theater teacher to expand arts offerings.

Operational feedback from families and staff further shaped safety and systems improvements. A parent traffic survey indicated that while families felt safe during arrival and dismissal, efficiency needed improvement, leading to investment in a structured student pick-up system (such as PikMyKid or Juggl). PE staff concerns regarding student safety while walking to off-campus facilities resulted in the addition of an additional instructional aide to support supervision during transitions.

Finally, leadership teams such as the Instructional and Cultural Leadership Team (ICLT) identified declining math performance trends despite above-state achievement levels, which informed the decision to adopt a new, more coherent math curriculum with stronger vertical articulation across grade levels.

Overall, the LCAP reflects a coordinated response to educational partner input, with investments aligned to improving academic achievement, strengthening school culture, enhancing student safety, and increasing access to high-quality, engaging learning experiences for all scholars.

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
1	Goal 1: Student Achievement and Academic Outcomes For the 2026–2027 school year, American Indian Public Charter School II (AIPCS II) is maintaining a strong focus on Student Achievement and Academic Outcomes, now expanded and intentionally aligned with the AIMS Way Pillar 1: “Rigorous, Standards-Based Instruction.” Building on the prior year’s emphasis on data-driven instruction aligned to state standards, this goal has been strengthened to reflect a more holistic and system-wide approach to improving teaching and learning. The expanded focus ensures greater coherence across curriculum, instruction, assessment, and student support systems to better meet the needs of all learners. The continued priority remains to significantly improve student achievement in English Language Arts (ELA) and Mathematics by accelerating foundational literacy and math skills. Through this expanded approach, we aim to increase Distance From Standard (DFS) outcomes and ensure all students are supported in reaching high levels of academic success. To ensure alignment with the MOU and across all subgroups, Goal 1 has 6 Actions that will directly tie to meeting MOU targets and outcomes Action 1.1: MTSS Tiered Instructional Support Program (Tier 2 Supports) -Goal #8. All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth Action 1.2: Strengthen Tier 1 (Core) Instruction -Goal #8. All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth Action 1.3. Standards-Aligned Instructional Coaching and Professional Development Action 1.4: MAP Growth Assessment and Data-Driven Instruction System (NWEA) Action 1.5: English Learner Academic Language Development Program -Goal #8. English Learners reclassify within 6 years. -Goal #8. All students meet/exceed standards in ELA and Math. Targeted groups make accelerated growth Action 1.6: Specialized Academic Instruction and Related Services for Students with Disabilities -Goal #3: Increase Access for Students with Disabilities Measurable Outcomes	Broad Goal

Goal #	Description	Type of Goal
	Increase California Dashboard Distance From Standard (DFS) scores in both ELA and Math by +3 points from the 2025 baseline. Improve ELA DFS from +25.7 and Math DFS from +25.6. Increase the percentage of students meeting annual NWEA MAP Growth targets from 76% to 85% by 2027. Demonstrate measurable growth in benchmark assessments and intervention participation outcomes for unduplicated student groups.	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The development of Goal 1: Student Achievement and Academic Outcomes is rooted in AIPCS II's data-driven and informed commitment to not only maintain current academic strengths but to systematically accelerate student progress toward long-term college and career readiness. While current California Dashboard metrics indicate that students are generally performing above state standards in ELA and Mathematics, internal NWEA MAP data reveals that growth rates are not yet sufficient or consistent across all student groups. To address these persistent opportunity gaps, particularly for English Learners and low-income students, this goal establishes a coherent, dual-tiered instructional approach. It prioritizes tier 1 rigorous, standards-aligned Curriculum for all students, alongside a responsive Multi-Tiered System of Supports (MTSS) that provides targeted Tier 2 interventions for students needing extra help. By engaging in continuous cycles of data analysis and progress monitoring, AIPCS II aims to improve its Distance From Standard metrics, increase the percentage of students meeting annual growth targets, and ensure that every student makes meaningful, equitable academic gains.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1.1	Formative Proficiency Assessment Math -NWEA (MAP)	No baseline data available (implemented in the 24-25 school (year)	76st Percentile	71st Percentile	83rd Percentile	

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1.2	Formative Proficiency Assessment ELA - NWEA (MAP)	No baseline data available (implemented in the 24-25 school (year)	66th Percentile	63rd Percentile	75th Percentile	
1.4	NWEA–This will be a new program for 2024-2025	75% of students took the final test	75% of students took the final test	95% of students took the final test	89%	
1.7	Reduce Student Retention: Students with Disabilities	3%	10%		0	
1.8	Reduce Student Retention: General Education Students	3%	7%		1.5%	
1.9	% of observed teaching time with GLAD strategies	GLAD use observed 10% of teaching time	GLAD use observed 10% of teaching time	GLAD use observed at 50%	GLAD use observed 55% of teaching time	
1.10	English Learners making annual growth as measured by ELPAC annual growth data	37.4% making progress towards English Language Proficiency	37.4% making progress towards English Language Proficiency		65% of English Language Learners made at least one level progress based on ELPAC data	
1.11	Rate of reclassification	30% of English Language Learners were reclassified in 2024	30% of English Language Learners were reclassified in 2024		25% of English Language Learners will be reclassified as Fluent	
1.12	% meeting or exceeding ELA standards	16.2 Points (DFS)	16.2 Points (DFS)	25.6 Point (DFS)	22 Points DFS	
1.13	English Learner Progress: All English Learners	37.4%	37.4%		60%	

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1.14	English Learner Progress: Long Term English Learners	40%	40%		60%	

Goal Analysis [2025-26]

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 previous LCAP year, AIPCS II's overall implementation of Goal 1 centered on delivering rigorous, state-aligned Tier 1 instruction alongside a Multi-Tiered System of Supports (MTSS) designed to assist K-8 students who were falling behind. To support this foundation, our teachers actively participated in weekly professional development. This dedicated time was spent engaging deeply in continuous cycles of inquiry; teachers collaboratively identified instructional goals, reviewed student performance data, analyzed academic trends, and subsequently adjusted their teaching strategies. While these specific data cycles were implemented after the previous academic year's state exams, we utilized this structured time to proactively address evolving student needs. Our expectation is that this rigorous, data-driven preparation will have a strong, direct correlation to student success on the upcoming state testing (SBAC) scheduled in May.

Our implementation yielded significant quantitative and qualitative successes. Quantitatively, our baseline foundational instruction led to exceptional results on the May 2025 state testing, where AIPCS II achieved a Distance From Standard (DFS) of +25.7 in English Language Arts and +25.6 in Mathematics. Building upon that momentum, a major qualitative success this year was the rollout of our quarterly cycles of inquiry, which began in October 2025 and will conclude in June. A powerful highlight of this initiative occurred during our third cycle on April 24th, when teachers engaged in an "Exhibition of Learning." Teaching teams collaboratively presented consultancies on Q3 goals, utilizing varied formative data and openly sharing what they learned from both successes and missteps. The feedback from this event was highly commendable; observers praised the great spirit of collective learning, the exchange of warm and critical peer feedback, and the intense focus on academic rigor. Notably, teachers were recognized for their dedication to fostering student independence and their pride in delivering college-level material to middle school students, validating our strong investment in teacher-led learning. Conversely, our primary challenge involved the internal data-tracking mechanisms used for our interventions. While the broader student body thrived, we found it difficult to extract and isolate the precise academic growth rates for our smallest, most vulnerable subgroups—such as Foster Youth and Homeless Youth. Moving forward, this challenge has highlighted the critical need to develop more precise tracking methods to accurately measure the academic impact of our Supplemental and Concentration-funded tutoring.

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.

Effectiveness of Action 1.1 (Restructure Site Leadership): This Base-funded action was highly effective in establishing the operational foundation needed to stabilize and elevate our academic outcomes. While our 2025 Dashboard data remained above standard (+25.7 points in ELA and +25.6 points in Math), our comparative analysis revealed a significant decline from previous years. Successfully restructuring our site leadership to include a Head of Schools, Dean of Students, and a Director of Teaching and Learning for the 2025-26 school year was a vital, strategic response to halt this downward trend and build administrative capacity. The qualitative effectiveness of this new leadership team was powerfully demonstrated throughout the current year as they aggressively intervened by supporting classroom management, conducting routine walkthroughs, and guiding teachers through quarterly cycles of inquiry during weekly professional development. By facilitating collaborative data reviews, encouraging critical peer feedback, and maintaining an intense focus on restoring historical academic rigor, our restructured leadership team has ensured that our instructional program is strongly positioned to reverse recent declines and successfully prepare students for upcoming state assessments.

Effectiveness of Action 1.2 (Credentialed Enrichment Staffing): This action was highly effective in ensuring our students had access to a well-rounded, comprehensive education. By employing appropriately assigned, trained, and credentialed Art, Music, and World Language teachers, we successfully provided diverse learning opportunities that fostered student engagement and holistic development. While this foundational staffing successfully contributed to our broad educational program and strong school climate, our reflections and subsequent data analysis indicated a critical need to pivot our targeted LCAP actions. While we will maintain these enrichment roles as part of our core program, we recognized the need to dedicate this specific LCAP action toward explicit, targeted academic interventions to accelerate growth and close lingering achievement gaps for our most vulnerable subgroups.

Effectiveness of System-Wide MTSS Implementation: While our broader MTSS support was partially effective this past year, our reflections highlighted a critical need for structural refinement and upgraded progress monitoring—adjustments that directly align with ACOE's guidance for writing clear, outcome-based LCAP evaluations. Rather than relying on a separate intervention staff for direct small-group tutoring, our support was driven by a multidisciplinary MTSS Team, which included the Manager of ELD, the Director of Teaching and Learning, the Manager of Special Education, the Manager of Family and Community Outreach, the Manager of our Extended Learning Opportunities Program, and the Manager of Enrollment. Various members of this team actively conducted student and teacher observations and provided essential teacher training on MTSS tiered supports, our PBIS system, and Special Education protocols. However, our previous method of evaluating the impact of these efforts relied too heavily on general participation and activity tracking rather than isolated academic growth. This was compounded by logistical issues with our intended data platforms (Unified Insights and RespondEDU), which made it difficult to extract precise growth rates for our most vulnerable subgroups.

In direct response to these challenges, we actively strengthened our broader MTSS framework during the 2025-2026 school year. A major focus was ensuring teachers deeply understood our tiered support structures and the Student Success Team (SST) process. We worked specifically to debunk the persistent staff misconception that SSTs are merely a pathway for Special Education identification, emphasizing instead that these collaborative teams are designed to support students at all levels—including those who are already excelling. Furthermore, navigating these SSTs confirmed that our educators themselves required the tiered professional support provided by our MTSS Team to better serve students academically and emotionally. Specifically, we observed that while some teachers are currently conducting small-group interventions, not all are equipped to execute these effectively—particularly when supporting our most struggling students. To address this inconsistency and guarantee that every student receives dedicated support, we recognized the critical need to structurally embed targeted intervention blocks directly within our master schedule. While we are making tangible progress in refining our systemic MTSS approach, we

acknowledge there is still further to go. Moving forward into the new LCAP cycle, the academic effectiveness of our MTSS interventions will not be measured by observation counts or participation metrics, but strictly by comprehensive academic progress for our unduplicated students across multiple data points, including NWEA MAP scores, formative and summative classroom assessments, and SBAC data.

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.

Based on deep reflections on our prior practices, the challenges we encountered with progress monitoring, and collaborative guidance from the Alameda County Office of Education (ACOE), we made several critical, structural adjustments to Goal 1 for the 2026-27 LCAP cycle:

1. Retiring Completed Actions and Shifting Focus (Action 1.1): Last year, Action 1.1 focused specifically on restructuring our site leadership by establishing a Head of Schools and Dean of Students. Because this leadership restructure was successfully implemented during the 2025-26 school year and is now a permanent, foundational part of our daily school operations, we are retiring it as a standalone LCAP action. Moving forward for the 2026-27 cycle, our new Action 1.1 will shift focus directly to the instructional work that this leadership team is now facilitating: "Strengthening Tier 1 Core Instruction" through standards-aligned curriculum, administrative walkthroughs, and teacher cycles of inquiry.

2. Retiring Broad Staffing Actions and Shifting to Targeted Intervention (Action 1.2): Last year, Action 1.2 focused broadly on maintaining credentialed teachers for enrichment subjects (Art, Music, World Language). While providing high-quality enrichment remains a valued, ongoing part of our general educational program, we are retiring this as a standalone LCAP action. To better align with outcome-based practices and strict Supplemental/Concentration funding requirements, our new Action 1.2 has been completely restructured. It now focuses exclusively on providing targeted MTSS Tier 2 interventions (embedded in the master schedule) designed specifically to accelerate the academic growth of our highest-need unduplicated students.

3. We are continuing the shift made in the previous LCAP to shift in State Metrics (Focusing on DFS): We refined our primary state metric from tracking general "raw proficiency percentages" on the CAASPP to explicitly tracking "Distance From Standard" (DFS). DFS provides a much more accurate, equitable measure of continuous academic growth for all student groups, allowing us to set a highly specific target of improving our already-high baselines (+25.7 ELA / +25.6 Math) by an additional +3 points.

4. Elimination of Discontinued Platforms and "TBD" Metrics: In response to the logistical failures of specific data platforms (Unified Insights and RespondEDU) during the previous year, we removed any planned metrics that relied on those systems or lacked reliable baseline data. We have anchored our local measurement strictly to NWEA MAP assessments, utilizing our 95% testing participation rate to set a firm, reliable target of 85% of students meeting their expected annual growth goals.

5. Consolidating Operational Actions for Strategic Focus: In previous years, Goal 1 had 20 distinct actions (Actions 1.1 through 1.20) that functioned more as a line-item budget for daily operations (e.g., gym rentals, testing supplies, basic substitutes, textbooks, and individual stipends) rather than targeted strategic levers. Based on ACOE feedback to make the LCAP a more focused, outcome-driven strategic plan, we have comprehensively consolidated our actions. Basic operational necessities, curriculum purchases, and core professional development (formerly Actions 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, and 1.20) have been absorbed into our comprehensive Base-funded Actions or moved to our general operational budget.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MTSS Tiered Instructional Support Program	Provide structured Multi-Tiered System of Supports (MTSS) through Tier 2 intervention blocks in English Language Arts and Mathematics for students performing below grade level, with a principal focus on supporting English Learners, low-income students, and other unduplicated pupils who are disproportionately represented in below-grade-level performance. Teacher Assistants deliver targeted small-group instruction using diagnostic data from benchmark assessments to identify skill gaps, reinforce foundational literacy and math concepts, and accelerate student growth. These intervention supports are designed to be principally directed toward closing achievement gaps by ensuring unduplicated students receive timely, data-driven academic support during the school day. Teacher Assistants work closely with classroom teachers and instructional leaders to monitor student progress, adjust intervention groups, and provide consistent academic support aligned to individual learning needs. Progress is reviewed through regular data cycles to ensure students are meeting academic growth targets aligned to California State Standards. In addition, Expanded Learning Opportunities Program (ELOP) services provide extended-day academic tutoring, homework support, and enrichment opportunities that are principally directed toward English Learners, low-income students, and foster youth to extend learning time and address opportunity gaps outside of the regular instructional day. The ELOP program creates additional structured time for intervention, skill reinforcement, and academic engagement, with targeted academic supports designed to accelerate learning for unduplicated students who need additional time and scaffolding. This expanded learning time also supports student confidence, organization, and school connectedness while reinforcing core instructional goals.	$1,711,101.00	
1.2	Strengthen Tier 1 Core Instruction	Ensure all students have access to standards-aligned instructional materials that are aligned to California State Standards, with a principal focus on ensuring equitable access for English Learners, low-income	$125,000.00	

Action #	Title	Description	Total Funds	Contributing
		students, and foster youth who may otherwise lack consistent exposure to grade-level content. Teachers utilize approved curriculum resources to deliver consistent, rigorous instruction and support equitable access to grade-level content across all classrooms. This action is principally directed toward closing opportunity gaps by guaranteeing that unduplicated pupils have the same access to high-quality instructional materials and grade-level instruction as their peers, ensuring they are fully supported in meeting academic standards.		
1.3	Standards-Aligned Instructional Coaching and Professional Development	Provide ongoing instructional coaching and weekly professional development focused on implementation of California State Standards, data-driven instruction, and effective instructional strategies. Support teachers through classroom observations, feedback cycles, and collaborative planning to improve instructional quality and increase student mastery of grade-level standards across content areas.	$139,231.00	
1.4	MAP Growth Assessment and Data Driven Instruction System	Implement the NWEA MAP Growth assessment system in English Language Arts and Mathematics to monitor student academic progress and inform instructional decision-making, with a principal focus on ensuring early identification, monitoring, and support for English Learners, low-income students, foster youth, Students with Disabilities, and other students performing below grade level. Students are assessed multiple times per year to measure growth relative to grade-level standards and national norms. Teachers and instructional leaders use MAP data, along with classroom-based assessments, to identify learning needs, group students for targeted instruction, and adjust Tier 1 and MTSS supports in ways that are principally directed toward closing achievement gaps for unduplicated pupils. Structured data analysis cycles are conducted following each assessment window to support instructional planning, ensure timely intervention, and monitor progress of student groups most at risk of underperformance. This system ensures instruction is responsive, data-driven, and aligned to improving student achievement in relation to California State Standards.	$15,532.93	

Action #	Title	Description	Total Funds	Contributing
1.5	English Learner Academic Language Development Program	Provide a comprehensive English Language Development (ELD) program to support English Learners in developing academic language proficiency in reading, writing, speaking, and listening aligned to California ELD Standards. Instruction is delivered through designated and integrated ELD and is designed to ensure equitable access to grade-level content across all subject areas. Teachers implement Project GLAD (Guided Language Acquisition Design) strategies to strengthen academic language development, including explicit vocabulary instruction, pictorial input charts, cooperative learning structures, sensory language experiences, and sustained writing opportunities. These strategies are embedded across content areas to support comprehension, language acquisition, and engagement with complex academic texts. Student progress is monitored using multiple measures, including English language proficiency assessments (e.g., ELPAC), classroom performance data, and reclassification criteria. Data cycles are used to identify student needs, adjust instruction, and provide targeted supports to accelerate English Learner progress toward reclassification within six years or sooner. This program ensures English Learners receive consistent, standards-aligned language development instruction that builds the linguistic foundation necessary for success in all academic areas.	$163,380.50	
1.6	Specialized Academic Instruction and Related Services for Students with Disabilities	Provide comprehensive special education services and supports to ensure Students with Disabilities (SWD) have equitable access to grade-level instruction, individualized supports, and services aligned with their Individualized Education Programs (IEPs). Education Specialists provide Specialized Academic Instruction (SAI), case management, progress monitoring, and collaborative support to students across grade levels, with staffing assignments aligned to student enrollment and individualized service needs. Instructional Assistants (IAs) are assigned based on student needs as determined through the IEP process and provide targeted academic,	$1,307,209.40	

Action #	Title	Description	Total Funds	Contributing
		behavioral, and classroom support to help students successfully access instruction within the least restrictive environment. The school also contracts with specialized service providers to deliver related services required under student IEPs, including Occupational Therapy (OT), Speech and Language Therapy, Psychological Services, Assistive Technology, Counseling, and other individualized supports. These services are designed to improve student access, participation, communication, self-regulation, and academic progress. Special education staff collaborate regularly with general education teachers, intervention staff, and families to monitor student progress, support inclusive practices, and ensure implementation fidelity of accommodations, modifications, and intervention plans. Through these coordinated supports, the school aims to improve academic outcomes, increase access to core instruction, and ensure equitable educational opportunities for Students with Disabilities.		
1.9				
1.10				
1.17				

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
2	Goal 2: School Climate and Student Engagement For the 2026–2027 school year, American Indian Public Charter School II (AIPCS II) is maintaining and expanding its focus on School Climate and Student Engagement through intentional alignment with the AIMS Way Pillar 2: “Safe & Joyful Learning Environment.” Building on prior efforts to create a structured and supportive school culture, this goal expands to include a more comprehensive system of behavioral, social-emotional, attendance, and community-based supports designed to ensure every scholar feels safe, connected, and engaged in learning. Through strategic efforts, the school aims to improve student attendance, strengthen school connectedness, reduce behavioral incidents, and foster a positive and inclusive school culture for all students. To ensure alignment with the MOU and across all subgroups, Goal 1 has 6 Actions that will directly tie to meeting MOU targets and outcomes: Campus Safety, Security, and Arrival/Dismissal Systems Enhancement -Goal #5: Provide a safe school environment Culture and Climate Behavioral Support and Student Services Team -Goal #5. Reduce suspensions PBIS, SEL, and Student Engagement Systems -Goal #5. Reduce suspensions MTSS Attendance Intervention and Case Management Goal #7. Ensure all students are engaged in school by reducing chronic absenteeism Culturally Responsive Engagement and Community Belonging Initiatives Goal #6. Increase access for Latino students New Student Summer Bridge and School Transition Program Goal #5Provide a safe school environment and reduce suspensions Measurable Outcomes Reduce chronic absenteeism from 16.4% to 14.9%. Increase average daily attendance rates school-wide. Improve student engagement and school connectedness through PBIS and SEL implementation. Decrease behavioral referrals and increase positive behavior recognition data. Increase participation and successful completion of attendance intervention plans for unduplicated student groups.	Broad Goal

Goal #	Description	Type of Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The development of Goal 2: School Climate and Student Engagement is grounded in our continuous analysis of California School Dashboard climate indicators, local attendance data, and the explicit priorities outlined in our ACOE Memorandum of Understanding (MOU Goals #5 #6 #7).

While AIPCS II is incredibly proud of maintaining an exceptionally low suspension rate (1.3% baseline), achieving the state's highest "Blue" rating, we recognize that a safe, joyful, and inclusive school climate requires continuous, proactive investment. We developed this goal to sustain our school-wide Positive Behavioral Interventions and Supports (PBIS) and restorative practices frameworks. By providing daily Social-Emotional Learning (SEL) and dedicated behavioral support staff (Action 2.2), we ensure that our low suspension rate translates into a genuine sense of belonging and safety for all K-8 students.

Simultaneously, a review of our attendance data identified chronic absenteeism as a critical area of need. The successful hiring of a Community and Family Manager in academic year 2025-26 allowed us to transition from general estimates to highly accurate, real-time data monitoring, which identified our current chronic absenteeism rate of 16.4%. Data indicates that external economic and logistical barriers disproportionately impact our unduplicated student groups, particularly our Socioeconomically Disadvantaged (Low-Income) students and Foster Youth. We developed this goal to leverage our new data-tracking capacity into high-intensity, personalized barrier-removal strategies. By utilizing a Multi-Tiered System of Supports (MTSS) for attendance in Action 2.4, we are moving beyond basic compliance tracking to provide deep family outreach.

Ultimately, this goal was developed because students cannot achieve high academic standards if they are not present, engaged, and feeling emotionally secure on campus. By maintaining our strong behavioral frameworks and aggressively targeting the root causes of chronic absenteeism, AIPCS II ensures that every student has the foundational environmental conditions necessary to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
2.1	Increase enrollment students with disabilities	31 (5.02%)	40 (6.3%)	53 (10%)	60 (9.4%)	4 (12.9%)
2.2	Increase Enrollment for Latino Students	51 (8.27%)	51 (8.3%)	31 (5.9%)	67 (10.5%)	5 (0.67%)
2.3	Student Survey - Regarding Safety- California Health Kids Survey (CHKS)	3rd: 100% 5th: 100% 6th: 58% 8th: 44%			3rd: 80% 5th: 70% 6th: 65% 8th: 65%	3rd: 23% 5th: 36% 6th: 25% 8th: 3%
2.4	Student Survey - Caring adults in school California Health Kids Survey (CHKS)	3rd: 97% 5th: 67% 6th: 48% 8th: 55%			3rd: 80% 5th: 80% 6th: 80% 8th: 80%	3rd: 27% 5th: 12% 6th: 31% 8th: 0%
2.5	Parent Climate Survey - This school is a safe place for my child. California School Parent Survey (CSPS)	95% of parents agree or strongly agree			90% of parents will agree or strongly agree	10%
2.6	Parent Survey - This school has high expectations for all students California School Parent Survey (CSPS)	95% of Parents agree or strongly agree			Family Response: 93% will agree or strongly agree Source California School Parent Survey (CSPS)	6%
2.7	Family Traffic Safety Survey Completion	No data	No data	13.64%	70%	
2.8	Families reporting Safety during arrival/dismissal (rating 4/5 or 5/5)	No data	No data	81.75% (rating 4/5 or 5/5)	85%	

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
2.9	Staff on Duty Outside: Drop-off, pick-up, P.E., Field Trips (Signed Logs)	No data	No data	100%	100%	
2.10	PBIS Implementation % of staff using PBIS app/month	No data	No data	100%	85%	
2.11	Staff Safety Training Completion	95%	95%	100%	100%	
2.12	Monthly Safety Drills and Evacuations**	95%	90%	100%	100%	
2.13	Percent of students in grade 3-8, receiving social emotional counseling, who reported an increased sense of connection and belonging.	No Baseline	No data		50% Percent of students in grade 3-8, receiving social emotional counseling, who reported an increased sense of connection and belonging.	
2.14	After school program participation	85 Students are participating in ASES funding afterschool			80 Students will participate in the afterschool program	35
2.15	Chronic Absenteeism Rate	Schoolwide: 15.1% Asian: 4.2% Black/African American: 13.2% Latino: 38% Students w/ Disabilities: 20.6%	Schoolwide: 16.4% Asian: 10.3% Black/African American: 13.7% Latino: 31.9% Students w/ Disabilities: 28.2%	Schoolwide: Goal 13.% Asian: 7% Black/African American: 12% Latino: 15% Students w/ Disabilities: 15%	Schoolwide: 13% Asian: 7% Black/African American: 12% Latino: 15% Students w/ Disabilities: 15%	Schoolwide: -2% Asian: -2.9% Black/African American: -1.2% Latino: -7.6% Students w/ Disabilities: -11.8%

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
		English Learner (EL): 16.8% Long-Term English Learner: 25% Socioeconomically Disadvantaged: 15.5% White: 51.4% Two or more races: 31.7%	English Learner (EL): 13.9% Long-Term English Learner: N/A Socioeconomically Disadvantaged: 17.7% White: N/A Two or more races: 36.7%	English Learner (EL): 12% Long-Term English Learner: 12% Socioeconomically Disadvantaged: 12% White: 15% Two or more races: 15%	English Learner (EL): 12% Long-Term English Learner: 12% Socioeconomically Disadvantaged: 12% White: 15% Two or more races: 15%	English Learner (EL): • 0.8% Long-Term English Learner: -0.7% Socioeconomically Disadvantaged: -4% White: - 10.7% Two or more races: 7.9%
2.16	Average Daily Attendance: Schoolwide	94.97%		92.5%	95.5%	0.07
2.17	Suspension Rate	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%	School wide: 1.1% Asian: .5% Black/African American: 1.3% Latino: 2.1% Students with Disabilities: 2.4% English Learner: 0% Long-term English Learners: N/A Socioeconomically Disadvantaged: 1.0% White: N/A		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%
2.18						
2.19	Percent of students in grade 3-8th,	No baseline data available (This data has			15% of students in grade 3rd - 8th,	

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
	receiving social emotional counseling	not been previously collected.)			receiving social emotional counseling	

Goal Analysis [2025-26]

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.

An analysis of how this goal was carried out in the previous year:
During the 2025–26 school year, AIPCS II successfully carried out this goal by shifting from a theoretical framework to an operational reality. We focused primarily on securing the specialized human capital necessary to drive school climate and attendance. By successfully recruiting and onboarding two Deans of Students, a Reflection Space Coordinator, and a Community and Family Manager, we established a dedicated "Culture and Climate Team" capable of providing real-time restorative interventions and daily family outreach. This team provided the infrastructure necessary to launch daily 30-minute Social-Emotional Learning (SEL) blocks and the weekly PBIS incentive systems across all grade levels.

Overall Implementation & Successes:
The overall implementation of Goal 2 was highly successful in creating a data-rich environment and a more supportive student culture. Our restorative justice implementation was a major success in terms of student engagement; by utilizing a qualified employee to monitor the reflection space, we provided students with a dedicated environment for conflict resolution, harm-repair circles, and re-entry support. This practitioner's work was instrumental in moving the school away from exclusionary discipline, as evidenced by our maintained 1.3% suspension rate. Qualitatively, the Reflection Space became a highly valued resource for students, who reported feeling supported and heard within that environment.

Challenges & Substantive Differences:
A substantive challenge emerged regarding the "turnaround" of student behavior and the alignment between restorative practices and classroom expectations. While students deeply valued the Reflection Space, teachers articulated concerns that the restorative process did not always result in an immediate or "quick enough" shift in student behavior once they returned to the classroom. Furthermore, some staff observed that students "loved" going to the restorative space, creating a perception that the intervention lacked the necessary behavioral accountability.

These challenges revealed a substantive difference between our plan and the daily classroom reality: simply providing a restorative space is not enough to change long-term behavioral habits or satisfy the need for visible classroom stability. We realized that additional work must be done to bridge the gap between restorative justice and teacher-led behavior management. This realization led to our primary strategic shift for 2026-27: structurally embedding SEL and attendance intervention blocks directly into the master schedule and providing both students

and teachers with deeper "tiered" professional support. Our goal for the coming year is to move beyond "slide reviews" to a visible, practiced school-wide culture where restorative practices lead to measurable, timely improvements in classroom behavior.

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.

The collective effectiveness of our 2025-26 actions was highly effective in establishing safety and foundational climate systems, but partially effective in driving behavioral and attendance shifts.

Foundational Systems (Highly Effective): We successfully implemented our "Conditions of Learning" actions (previous Actions 2.10, 2.14, 2.15, 2.16). By installing security cameras, vaping sensors, and upgrading GoGuardian and ParentSquare (Action 2.21), we established a safe, technologically secure environment. Our health and wellness actions (previous Actions 2.17, 2.18, 2.19) provided critical vision and audiology screenings and basic medical supplies, ensuring students' physical needs were met.

Restorative Justice & Discipline (Highly Effective): The implementation of the Reflection Space and the hiring of our Reflection Space Coordinator and Deans (Action 2.11) was a major success. These actions were directly responsible for maintaining our exceptionally low 1.3% suspension rate.

Attendance & SEL (Partially Effective): While we successfully hired a Community and Family School Manager (Action 2.4) and provided daily SEL instruction via Toolbox (Action 2.2), these were only partially effective in changing student outcomes. The manager’s outreach provided accurate data, but the 16.4% chronic absenteeism rate indicates that outreach alone is insufficient. Similarly, teachers reported that while Toolbox lessons were reviewed daily, student behavior did not yet reflect a visible "turnaround" or deep mastery of those SEL skills in daily interactions.

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.

Based on our internal reflections on prior practice and collaborative feedback from the Alameda County Office of Education (ACOE), we have made several substantive changes to Goal 2 for the coming 2026-27 year:

1. Strategic Restructuring of Funding and Actions:

Previously, general school climate initiatives and targeted interventions were blended, making it difficult to demonstrate how Supplemental and Concentration (S/C) funds were being "principally directed." To ensure strict compliance, we have separated Goal 2 into two distinct actions.

2. Shift from Compliance-Based to Fidelity-Based SEL:
Reflecting on our use of the Toolbox SEL curriculum, we recognized a gap between "compliance" (daily slide reviews) and "fidelity" (students practicing skills). While we continue to use Toolbox, we are shifting our professional development to include tiered teacher coaching. This will help staff move beyond simply delivering lessons to actively integrating SEL strategies into their daily interactions and behavior management to see a faster turnaround in student behavior.

3. Refining Restorative Accountability:
Based on teacher feedback regarding the need for more visible behavioral shifts, we are refining our Restorative Justice re-entry protocols. While the Reflection Space is highly valued by students, our 2026-27 actions include deeper coordination between the Restorative Justice practitioner and classroom teachers to ensure that restorative mediation leads to immediate, measurable improvements in classroom stability and behavioral accountability.

4. Internal Tracking for Suppressed Subgroups (N<11):
Because state privacy laws suppress public reporting for student groups with fewer than 11 students, our Foster Youth and Homeless Youth were at risk of being overlooked in broad dashboard analysis. We have now established rigorous, internal early-warning MTSS tracking for these specific subgroups. We no longer wait for state data; we monitor these students weekly to trigger immediate, Tier 3 family outreach the moment an attendance or behavioral concern arises.

5. Consolidating Operational Actions for Strategic Focus: In previous years, Goal 2 had 20+ distinct actions that functioned more as a line-item budget for daily operations rather than targeted strategic levers. Based on ACOE feedback to make the LCAP a more focused, outcome-driven strategic plan, we have comprehensively consolidated our actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Campus Safety, Security, and Arrival/Dismissal Systems Enhancement	Implement comprehensive campus safety and security enhancements to ensure a safe, structured, and well-supervised learning environment for all students. This action includes the installation and use of a secured campus gate system to prevent unauthorized access and reduce student exposure to unsafe street conditions during outdoor activities and transitions. It also includes the implementation of an intercom and schoolwide bell system to	$135,329.00	

Action #	Title	Description	Total Funds	Contributing
		support timely emergency communication, coordinated drills, and efficient dissemination of critical announcements and two Campus Supervisors. The school will utilize the Raptor Visitor Management System to screen all campus visitors against federal safety databases and to manage custody orders and approved guardianship protocols, ensuring that only authorized individuals may access campus and pick up students. In addition, the PikMyKid and Juggle dismissal systems will be used to streamline and secure student dismissal procedures, ensuring that students are released only to verified and approved guardians with documented authorization. The Campus Supervisors support proactive campus monitoring, supervision, and enforcement of schoolwide expectations to ensure student safety and reduce incidents across all settings, including arrival, lunch, recess, and dismissal. The Reflection Space Coordinator provides structured restorative and regulation-based supports for students needing short-term behavioral reset, helping students re-engage in instruction while reducing suspensions and instructional loss. Additional safety enhancements include updated campus signage to clearly communicate safety expectations and directional flow, staff security vests to increase visibility and supervision during high-traffic periods, and handheld scanners to support efficient monitoring of student movement and campus entry points. Together, these systems strengthen arrival, recess, and dismissal procedures, improve campus supervision, and reduce safety risks such as students entering unsafe areas or unauthorized adult access. This integrated set of systems is designed to improve overall school climate, increase student and family confidence in campus safety, and support reductions in behavioral incidents and chronic absenteeism by ensuring a secure, predictable, and well-managed school environment.		
2.2	Culture and Climate Behavioral Support and Student Services Team	Provide comprehensive schoolwide behavior, safety, and student support services through a dedicated Culture and Climate team composed of a K–5 Dean of Students, a 6–8 Dean of Students,, and a Reflection Space Coordinator. This team is responsible for implementing and reinforcing	$273,687.72	

Action #	Title	Description	Total Funds	Contributing
		Positive Behavioral Interventions and Supports (PBIS), supporting Social-Emotional Learning (SEL) systems, and ensuring a safe, structured, and supportive campus environment. The K–5 and 6–8 Deans of Students lead tiered behavioral intervention systems within their respective grade bands and provide direct coaching and support to teachers on effective behavior management strategies. They oversee MTSS behavior case management, restorative practices, and student support planning, while collaborating closely with families and instructional staff to address student needs and reduce behavioral incidents. In addition, the Deans provide ongoing professional coaching to strengthen consistent, proactive classroom management practices across all grade levels. Together, this integrated team strengthens schoolwide PBIS implementation, reduces chronic absenteeism, decreases suspension rates, and improves overall school climate indicators by providing consistent expectations, timely interventions, and coordinated student supports aligned to MTSS frameworks.		
2.3	PBIS, SEL, and Student Engagement Systems	Implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework to promote a safe, structured, and positive school climate that supports student behavior, engagement, and attendance, with a principal focus on creating equitable access to a safe and supportive learning environment for English Learners, low-income students, foster youth, Students with Disabilities, and other students who are disproportionately impacted by behavioral and attendance challenges. The school will utilize a PBIS behavior management platform, such as Navigate360 or Minga, to monitor behavioral trends, track student incidents and interventions, analyze data patterns, and support data-driven decision-making related to school climate and student behavior supports in a manner that is principally directed toward improving outcomes for unduplicated pupils. To reinforce positive behavior and increase student engagement, the school will provide PBIS incentives, recognition systems, and schoolwide	$34,963.24	

Action #	Title	Description	Total Funds	Contributing
		PBIS events designed to encourage positive conduct, strengthen school connectedness, and improve attendance, particularly for students at highest risk of chronic absenteeism and disengagement. Attendance-focused incentives and engagement activities will also be implemented to support reductions in chronic absenteeism and promote consistent daily attendance among unduplicated student groups. In addition, the school will implement the SEL Toolbox curriculum and related Social-Emotional Learning (SEL) supports to explicitly teach self-regulation, emotional awareness, conflict resolution, relationship-building skills, and responsible decision-making, with targeted emphasis on supporting students who experience higher levels of social-emotional and behavioral need. SEL instruction and PBIS systems will work together to establish consistent behavioral expectations and provide students with the tools necessary to contribute to a safe and respectful learning environment. Behavioral, attendance, and climate data will be reviewed regularly through MTSS and PBIS data cycles to identify trends, target interventions, and ensure equitable support for all student groups. This action supports the development of a safe and joyful school environment that increases student engagement, reduces behavioral incidents, and strengthens overall school climate outcomes, with particular focus on improving outcomes for unduplicated pupils.		
2.4	MTSS Attendance Intervention and Case Management	Implement a tiered attendance intervention system that identifies students at risk of chronic absenteeism and provides targeted outreach, case management, and family support services utilizing a Community School Manager and Powerschool systems.	$78,796.70	
2.5	Culturally Responsive Engagement and Community Belonging Initiatives	Implement culturally responsive engagement initiatives designed to strengthen student belonging, increase family engagement, and build meaningful partnerships with historically underserved and underrepresented communities. The school will host cultural celebrations, heritage recognition events, community-building activities, and family	$40,000.00	

Action #	Title	Description	Total Funds	Contributing
		engagement opportunities that honor and reflect the diverse backgrounds, identities, and experiences of students and families served by the school community. Targeted outreach efforts will be conducted to strengthen relationships with Latino families and other historically marginalized student groups through multilingual communication, culturally responsive family engagement practices, and community partnership development. These efforts are intended to improve student connectedness, increase family participation in school activities and leadership opportunities, and support student enrollment, retention, and engagement across diverse student populations. The school will work collaboratively with students, families, staff, and community partners to ensure school events and engagement opportunities are inclusive, accessible, and representative of the broader school community. Through these initiatives, AIPCS II aims to foster a safe, welcoming, and affirming environment where all students and families feel valued, respected, and connected to the school community. These efforts support improvements in school climate, student engagement, attendance, and family partnership outcomes while reinforcing the school's commitment to equity, inclusion, and culturally responsive practices.		
2.6	New Student Summer Bridge and School Transition Program	Implement a Summer Bridge and school transition program to support newly enrolled students transitioning to AIPCS II from other schools and educational settings. The program is designed to support students entering the school community, including students impacted by recent local school closures, by providing a structured introduction to the AIMS Way, school culture, behavioral expectations, routines, and academic systems prior to the start of the school year. Through a weeklong orientation and transition experience, students will participate in community-building activities, structured relationship-building opportunities with the Culture and Climate team, and guided instruction on schoolwide expectations, classroom procedures, attendance expectations,	$196,465.00	

Action #	Title	Description	Total Funds	Contributing
		and positive behavioral systems. Students will also receive support in navigating schedules, campus routines, and academic expectations to reduce transition-related anxiety and improve readiness for the school year. The program will prioritize creating a strong sense of belonging, safety, and connection for new students and families through mentorship opportunities, restorative community circles, and culturally responsive engagement activities. Staff will collaborate to identify students requiring additional social-emotional or academic transition supports and connect them to appropriate school resources and MTSS interventions as needed. This action is intended to improve student engagement, attendance, school connectedness, and successful integration into the school community while supporting a positive and stable transition experience for students entering AIPCS II.		
2.10				
2.11				
2.12				
2.13				
2.14				

Action #	Title	Description	Total Funds	Contributing
2.15				
2.16				
2.20				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: High-Performing Organization and Operational Effectiveness 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 To ensure alignment with the MOU, Goal 3 has 6 Actions that will directly tie to meeting MOU targets and outcomes: Strengthen Formal Complaints Intake, Investigation, and Resolution System -Goal #2: Ensure effective governance and operations Teacher Credentialing, Assignment, and Staffing Quality System, and Tuition Reimbursement for Teachers -Goal #4: Ensure teachers are highly qualified CALPADS Data Integrity and State Reporting System Goal #10: Ensure quality data for accurate reporting Mid-Year Student Transfers and Enrollment Stability System Goal #9: Reduce midyear transfers Attendance Reporting Accuracy and Operational Data Systems Goal #10: Ensure quality data for accurate reporting Goal #9: Reduce midyear transfers Board Governance, Oversight, and Public Accountability Systems -Goal #2: Ensure effective governance and operations	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was urgently developed to rectify historical disproportionalities in our student enrollment patterns and to ensure equitable academic access for marginalized populations. Historical data audits and notices from our authorizer revealed that Students with Disabilities and Latino students were underrepresented in our school community relative to local district demographics, and our English Learners required more structured pathways to language proficiency. We developed this goal to pivot away from passive, compliance-driven operations and toward proactive, localized community engagement and barrier removal. By establishing targeted outreach frameworks and consolidating specialized personnel, we ensure that specialized services, native-language communications, and structural resources are principally directed toward closing access gaps. This goal provides the operational roadmap necessary to fulfill our commitments to the Alameda County Office of Education, guaranteeing that AIPCS II serves as an inclusive, accessible institution where all student groups have the foundational resources necessary to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
3.1	AIPCS II: Formal Complaints Received	1	3		*	
3.2	AIPCS II: Formal Complaints Resolved	1	2		*	
3.3	AIMS K-12 CPC District: All complaints received	15	7		*	
3.4	Teacher Credential: Credentialed and Properly Assigned	12 (31%)	14 (35%)	(50%)	63%	
3.5	Teacher Credential: Mis-assigned, Intern, Out-of-field, ineffective, vacancy	27 (69)	26 (65)	(50%)	37%	

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
3.6	On-Track to Credential	No Data	100%	100%	100%	
3.7	Mid-Year Student Transfers – All Students	34	45		30	9
3.8	Mid-Year Student Transfers – Students with Disabilities	3	4		3	1
3.9	CALPADS Data Subgroup Accuracy				97%	
3.10	Accuracy of Subgroup Monthly Attendance Reporting	86%	86%		93%	
3.11	CALPADS Submissions for State/Federal Program Apportionments	100%	100%	100%	100%	

Goal Analysis [2025-26]

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.

Implementation of Goal 3 focused on strengthening organizational systems and operational effectiveness to ensure alignment with the Memorandum of Understanding (MOU) with the Alameda County Office of Education (ACOE). During the 2025–2026 school year, the school experienced significant staffing instability due to uncertainty and fear surrounding potential school closure, resulting in nearly 50% of classrooms beginning the year without a permanent teacher. Despite this challenge, the school successfully rebuilt staffing capacity through intentional relationship-building, positive school culture efforts, and strategic recruitment practices, ultimately filling 100% of teaching vacancies. Additionally, through the expansion of the school's induction and credential support systems, approximately 50% of teachers who previously held preliminary credentials or were not fully cleared progressed toward becoming highly qualified and fully credentialed educators.

Significant operational improvements were also made to strengthen compliance, reporting accuracy, and accountability systems connected to MOU goals. The addition of a dedicated Enrollment Manager greatly improved CALPADS accuracy, attendance reporting, enrollment tracking, and overall operational data integrity. To improve responsiveness and accountability related to stakeholder concerns, the school transitioned from an ombudsperson-based structure to a more proactive Human Resources leadership model with a Head of HR overseeing complaint intake, investigation, follow-up, and resolution processes. In addition, the Interim Director built intentional and collaborative relationships with ACOE staff, creating open lines of communication, establishing shared goals, and strengthening transparency around

school improvement efforts. These strengthened partnerships supported ongoing reporting processes and helped ensure MOU conditions were consistently monitored and addressed in collaboration with ACOE. The school also strengthened governance and oversight systems through clearer reporting structures, monitoring protocols, and ongoing collaboration between school leadership, district staff, and the Board. While implementation required responding to significant staffing and operational challenges, the school experienced measurable successes in rebuilding systems, stabilizing staffing, improving data accuracy, and increasing organizational capacity to meet MOU expectations and support long-term sustainability.

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

N/a

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

Implementation of the actions connected to Goal 3 has been largely effective in making progress toward the identified goals and MOU targets. Despite significant operational and staffing challenges at the beginning of the year, the school has successfully stabilized many core systems and is currently meeting most established targets related to staffing, reporting, governance, and operational compliance. A major contributor to this progress has been the leadership of the Interim Director, whose steady guidance, relationship-building, and hands-on operational support have carried the organization through a period of significant transition and uncertainty. Efforts to strengthen teacher recruitment and retention resulted in all classroom vacancies being filled, while credential support systems increased the number of highly qualified teachers. Improvements in CALPADS management, attendance reporting, and enrollment tracking have strengthened overall data accuracy and reporting effectiveness. The transition to a more proactive Human Resources structure has also improved the school's ability to respond to and resolve complaints in a timely and organized manner. Additionally, strengthened collaboration and communication with ACOE have supported ongoing monitoring and accountability toward MOU conditions. While some systems continue to require refinement and long-term sustainability planning, the actions implemented to date have significantly improved organizational functioning and operational effectiveness across the school.

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.

Consolidating Operational Actions for Strategic Focus: In previous years, Goal 3 had 20+ distinct actions that functioned more as a line-item budget for daily operations rather than targeted strategic levers. Based on ACOE feedback to make the LCAP a more focused, outcome-driven strategic plan, we have comprehensively consolidated our actions

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Strengthen Formal Complaints Intake, Investigation, and Resolution System	Implement a structured formal complaint system to ensure all stakeholder concerns are documented, investigated, and resolved in a timely and transparent manner. The school utilizes standardized procedures to track formal complaints received, ensure appropriate follow-up, and document resolution outcomes. A designated compliance process supports independent review and ensures adherence to legal, regulatory, and organizational requirements. This system strengthens accountability, responsiveness, and trust within the school community by ensuring consistent handling of all complaints across AIMS schools.	$244,377.17	No
3.2	Teacher Credentialing, Assignment, and Staffing Quality System, and Tuition Reimbursement for Teachers	Ensure all instructional staff are appropriately credentialed, properly assigned, and supported toward full certification. The school maintains a credential monitoring system that tracks credential status, intern placements, out-of-field assignments, and vacancies. Staff who are not yet fully credentialed are supported through structured induction programs, intern support systems, and credential completion plans, including financial and professional development assistance. This action ensures students are served by qualified educators and supports retention and development of high-quality teaching staff.	$131,000.00	
3.3	CALPADS Data Integrity and State Reporting System	Maintain accurate and timely CALPADS data reporting to ensure compliance with state requirements and reliable student-level data for decision-making. The school implements ongoing data verification cycles to ensure accuracy in enrollment, demographic data, program participation, and student records. Staff review and validate CALPADS submissions throughout the year to ensure completeness, accuracy, and alignment with state reporting deadlines. This system supports accountability, funding accuracy, and transparency across the organization.	$167,615.00	
3.4	Mid-Year Student Transfers and	Monitor and analyze mid-year student transfers to improve enrollment stability and student retention across AIMS schools. The school tracks transfer patterns for all students, including subgroup populations such as	$129,558.63	

Action #	Title	Description	Total Funds	Contributing
	Enrollment Stability System	Students with Disabilities, to identify trends and underlying causes of mobility. Staff implement outreach, transition supports, and targeted interventions to reduce unnecessary mid-year transfers and strengthen student continuity, school connectedness, and long-term engagement.		
3.5	Attendance Reporting Accuracy and Operational Data Systems	Ensure accurate and timely attendance reporting through structured monthly data validation processes and internal audit systems. Staff monitor attendance data for accuracy, completeness, and consistency with daily school operations. Attendance reporting is reviewed on a regular cycle to ensure alignment with state requirements, improve data integrity, and support informed decision-making related to student engagement, chronic absenteeism, and school accountability systems.	$75,796.70	
3.6	Board Governance, Oversight, and Public Accountability Systems	Strengthen board governance systems to ensure effective oversight, compliance with legal requirements, and transparent communication with stakeholders. The school supports board recruitment, training, and ongoing development to improve governance capacity and organizational oversight. Public meeting processes are structured to ensure compliance with open meeting laws, timely communication of agenda items, and efficient facilitation of board actions. Administrative support is provided to ensure accurate documentation, communication, and coordination of governance activities, strengthening accountability and alignment with organizational goals and authorizer expectations.	$186,623.00	
3.7				
3.18				

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline

Goal Analysis [2025-26]

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.

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.

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024–25	Year 2 Outcome 2025–26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline

Goal Analysis [2025-26]

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.

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.

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

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
	0.000%	$0.00	

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	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

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

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.

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:

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals		$2,006,205		0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,532,634.59	$1,431,000.00	$40,000.00	$152,032.40	$5,155,666.99	$3,479,575.65	$1,676,091.34

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	MTSS Tiered Instructional Support Program							$1,601,101.00	$110,000.00	$411,101.00	$1,300,000.00			$1,711,101.00	
1	1.2	Strengthen Tier 1 Core Instruction							$0.00	$125,000.00	$125,000.00				$125,000.00	
1	1.3	Standards-Aligned Instructional Coaching and Professional Development							$3,000.00	$136,231.00	$139,231.00				$139,231.00	
1	1.4	MAP Growth Assessment and Data Driven Instruction System							$0.00	$15,532.93	$15,532.93				$15,532.93	
1	1.5	English Learner Academic Language Development Program							$140,038.50	$23,342.00	$140,038.50			$23,342.00	$163,380.50	
1	1.6	Specialized Academic Instruction and Related Services for Students with Disabilities							$601,209.40	$706,000.00	$1,178,519.00			$128,690.40	$1,307,209.40	
2	2.1	Campus Safety, Security, and Arrival/Dismissal Systems Enhancement							$123,829.00	$11,500.00	$135,329.00				$135,329.00	
2	2.2	Culture and Climate Behavioral Support and Student Services Team							$273,687.72	$0.00	$273,687.72				$273,687.72	
2	2.3	PBIS, SEL, and Student Engagement Systems							$0.00	$34,963.24	$34,963.24				$34,963.24	
2	2.4	MTSS Attendance Intervention and Case Management							$75,796.70	$3,000.00	$78,796.70				$78,796.70	
2	2.5	Culturally Responsive Engagement and Community Belonging Initiatives							$0.00	$40,000.00			$40,000.00		$40,000.00	
2	2.6	New Student Summer Bridge and School Transition Program							$196,465.00	$0.00	$196,465.00				$196,465.00	
3	3.1	Strengthen Formal Complaints Intake, Investigation, and Resolution System	All	No					$0.00	$244,377.17	$244,377.17				$244,377.17	
3	3.2	Teacher Credentialing, Assignment, and Staffing Quality System, and Tuition	English Learners			English Learners			$0.00	$131,000.00		$131,000.00			$131,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Reimbursement for Teachers														
3	3.3	CALPADS Data Integrity and State Reporting System							$144,970.00	$22,645.00	$167,615.00				$167,615.00	
3	3.4	Mid-Year Student Transfers and Enrollment Stability System							$129,558.63	$0.00	$129,558.63				$129,558.63	
3	3.5	Attendance Reporting Accuracy and Operational Data Systems							$75,796.70	$0.00	$75,796.70				$75,796.70	
3	3.6	Board Governance, Oversight, and Public Accountability Systems							$114,123.00	$72,500.00	$186,623.00				$186,623.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
	$2,006,205		0.000%		$0.00	0.000%	0.000 %	**Total:**	$0.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.2**	Teacher Credentialing, Assignment, and Staffing Quality System, and Tuition Reimbursement for Teachers			English Learners			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,978,454.35	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Administrators		$319,885.00	
1	**1.2**	Teachers		$3,110,627.00	
1	**1.3**	Substitutes		$100,000.00	
1	**1.4**	Approved curriculum (textbooks, online learning platforms)		$158,000.00	
1	**1.5**	Books and Other Reference Materials- Supplemental Curriculum, Online Learning Platforms	Yes	$10,000.00	
1	**1.6**	Instructional Materials/Supplies		$24,000.00	
1	**1.7**	Teacher professional development		$102,000.00	
1	**1.8**	Professional Development for Administrators		$31,875.00	
1	**1.9**	Implement a robust data monitoring system		$30,749.35	
1	**1.10**	Grade Level Chairs		$27,000.00	
1	**1.11**	Increase Teacher Collaboration Time			
1	**1.12**	Field Trips		$15,000.00	
1	**1.13**	Testing supplies and fees		$6,302.00	
1	**1.14**	Gym Rental		$82,899.00	
1	**1.15**	Increase Access for Students with Disabilities		$313,910.00	
1	**1.16**	Reduce Student Retention		$88,184.00	
1	**1.17**	ELD Manager	Yes	$54,366.00	
1	**1.18**	ELD Teachers	Yes	$63,560.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.19	ELD Supplies and Materials	Yes	$5,000.00	
1	1.20	School Library	Yes	$10,000.00	
2	2.1	Teacher Assistants	Yes	$214,199.00	
2	2.2	Intervention Aides	Yes	$482,677.00	
2	2.3	Support Staff Training		$50,000.00	
2	2.4	Establish a Department Dedicated to Multi-Tiered Systems of Supports (MTSS)		$120,000.00	
2	2.5	Increase Number of Students with Disabilities			
2	2.6	Materials, Supplies, and Personnel to Support Special Education Programs and Students		$313,910.00	
2	2.7	Increase Access for Latino Students		$5,000.00	
2	2.8	Public Transportation Support to Vulnerable Student Populations			
2	2.9	Establish Enrollment Monitoring Systems		$100,000.00	
2	2.10	Provide a Safe School Environment		$20,000.00	
2	2.11	Provide a Safe School Environment and Reduce Suspensions		$53,825.00	
2	2.12	Reduce Chronic Absenteeism		$73,983.00	
2	2.13	Reduce Midyear Transfers		$74,083.00	
2	2.14	Campus Safety and Security Enhancements		$110,734.00	
2	2.15	Safe and Secure Facilities			
2	2.16	GoGuardian		$8,500.00	
2	2.17	Counseling for Students and Health Support		$106,106.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.18	Vision and Hearing Screenings		$6,375.00	
2	2.19	Health and First Aid Equipment		$3,060.00	
2	2.20	AIMS Athletic Department and Clubs		$121,380.00	
2	2.21	ParentSquare		$3,825.00	
2	2.22	PowerSchool (SIS)		$10,384.00	
2	2.23	After School & Enrichment/ Extracurricular Programs		$1,154,316.00	
2	2.24	ESL		$6,500.00	
2	2.25	SEL Curriculum & Professional Development		$15,000.00	
2	2.26	Parent Engagement Events		$5,908.00	
2	2.27	Student Recognition Events		$11,000.00	
2	2.28	Student Government		$3,000.00	
2	2.29	Annual Yearbook		$2,000.00	
2	2.30	Translation Services		$3,000.00	
2	2.31	Bridge Program		$10,000.00	
3	3.1	Meet MOU Deadlines and Reporting Requirements		$0.00	
3	3.2	Improved Board Governance		$25,500.00	
3	3.3	Improved Board Communication		$40,800.00	
3	3.4	Complaint Procedures		$61,200.00	
3	3.5	Oakland Enrolls / Schoolmint		$13,000.00	
3	3.6	IT Services / IT Maintenance		$113,889.00	
3	3.7	Human Resources and Compliance		$487,377.00	
3	3.8	Communications		$252,558.00	
3	3.9	Business Services		$561,023.00	
3	3.10	Student Services and Facilities Operations		$237,473.00	
3	3.11	CSMC		$203,313.00	
3	3.12	Ensure teachers are highly qualified.		$270,000.00	
3	3.13	Teacher Induction Support		$16,000.00	
3	3.14	Teacher Intern Support		$24,000.00	
3	3.15	Instructor Permit Fees		$1,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.16	Ensure quality data for accurate reporting			
3	3.17	NWEA	Yes	$29,199.00	
3	3.18	Nutrition Services			

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$0.00	$0.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Books and Other Reference Materials- Supplemental Curriculum, Online Learning Platforms	Yes				
1	1.17	ELD Manager	Yes				
1	1.18	ELD Teachers	Yes				
1	1.19	ELD Supplies and Materials	Yes				
1	1.20	School Library	Yes				
2	2.1	Teacher Assistants	Yes				
2	2.2	Intervention Aides	Yes				
3	3.17	NWEA	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	$0.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2024

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

AIPCS II 2026-2027 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

First Draft Presentation to the AIMS Board of Directors

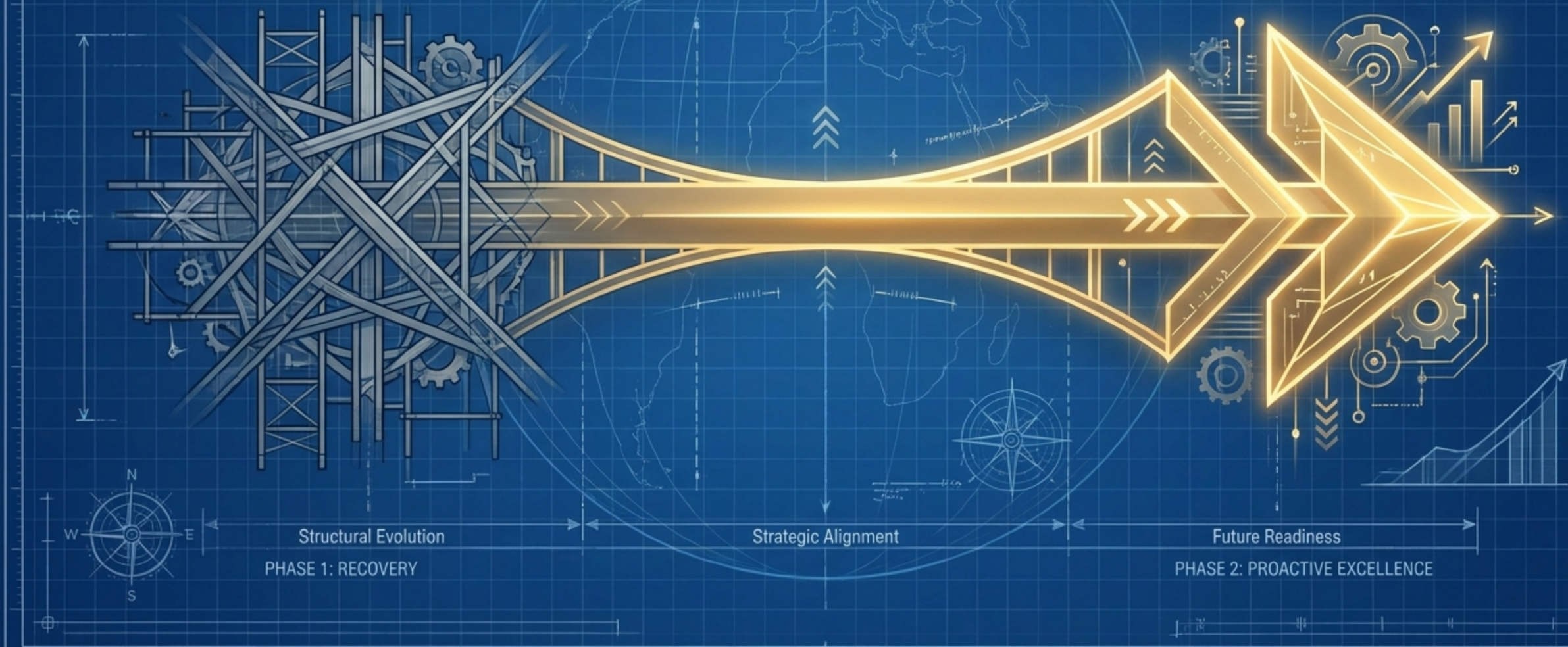
Presenter:
Jonathan Winn, Head of Schools

Securing the Foundation

Transitioned to ACOE oversight; established a rigorous Memorandum of Understanding (MOU) to avert closure and address compliance, safety, and academic gaps.

Designing for Sustainability

Refining strategy based on direct authorizer feedback. Shifting from reactive compliance to proactive, systemic excellence in student achievement and organizational health.



ALAMEDA COUNTY OFFICE OF EDUCATION
ACCOUNTABILITY PARTNERSHIPS

American Indian Public Charter School
2025-2026 LCAP Review
APICS II 2025-2026 LCAP

A. Review of the "Reflections: Annual Performance" Section

The section appears on **pages 4–12** of the LCAP. It includes:

- Explanation of why metrics were shifted to DFS (Distance From Standard)
- Group-level performance for ELA, Math, Science
- Graphs showing trends by subgroup
- A bulleted **Strengths** and **Concerns** summary after each graph

This *generally aligns* with required components in the LCAP Template Instructions that require:

- A reflection on progress toward goals
- Identification of progress for student groups
- Description of performance gaps
- Strengths and areas of need

However, notable compliance gaps and quality concerns exist (see Section C and D below).

Authorizer Alignment: Actions & Outcomes

Authorizer Feedback	Strategic Action	Structural Outcome
Protect S/C funding integrity.	Moved general operations (HR, IT, Business Services) out of Supplemental/Concentration funding.	Operational stability secured through Base funding.
LCAP actions lacked specificity.	Provided detailed action-level analysis for every specific intervention.	Strict compliance and transparent strategic alignment.
Ambiguous TBD baselines.	Eliminated TBDs by anchoring expectations in rigorous local data.	Firm, reliable targets established (e.g., 85% of students meeting expected NWEA MAP annual growth).

NotebookLM

Goal 1

Student Achievement & Academic Outcomes (Rigorous, standards-based instruction).

Goal 2

School Climate & Student Engagement (Safe, inclusive, partner-informed culture).

Goal 3

High-Performing Organization (Governance, data systems, and operational excellence).

The Foundation Block: Retained Metrics

State Accountability:

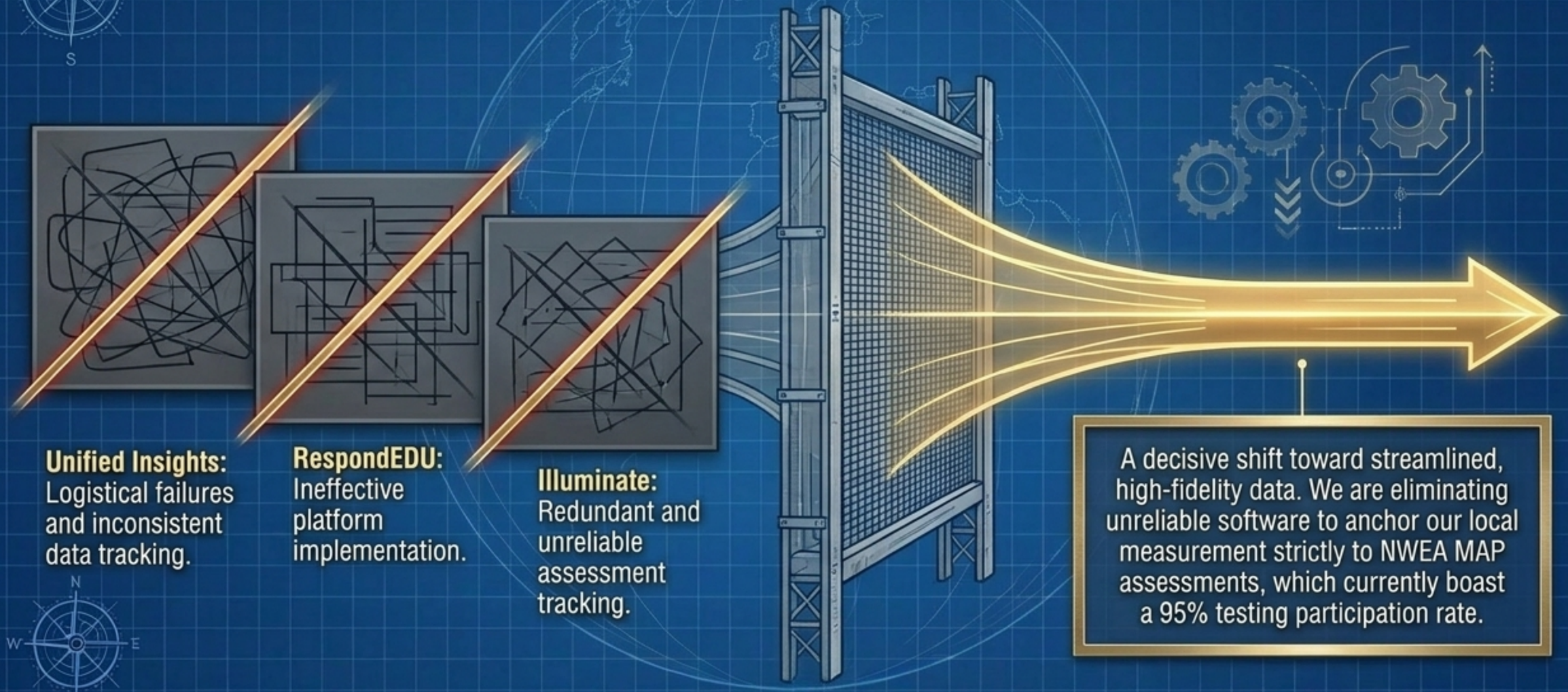
Retaining Distance From Standard (DFS) to track equitable growth (building on our strong baselines of +25.7 in ELA and +25.6 in Math).



Local Formative Assessment:

Continuing NWEA MAP testing to reliably anchor outcomes and merge MOU expectations directly into the LCAP framework.

Clearing the Clutter: What We Are Removing



Unified Insights: Logistical failures and inconsistent data tracking.

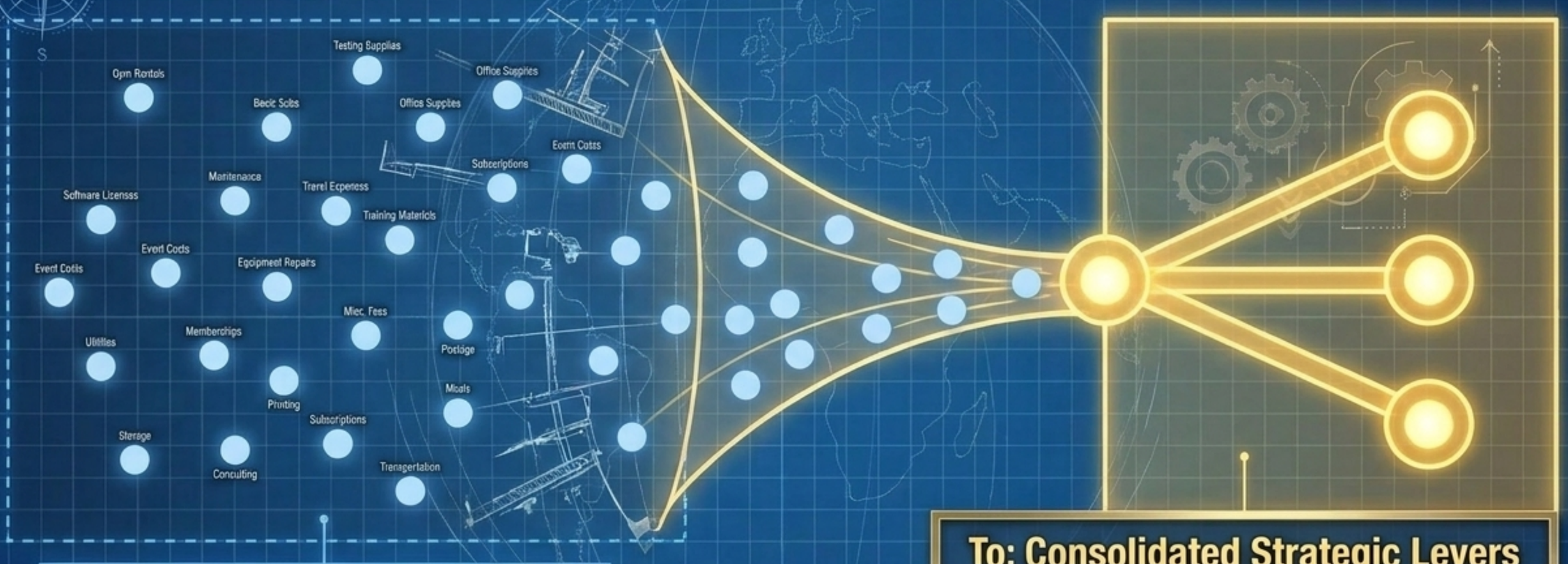
RespondEDU: Ineffective platform implementation.

Illuminate: Redundant and unreliable assessment tracking.

A decisive shift toward streamlined, high-fidelity data. We are eliminating unreliable software to anchor our local measurement strictly to NWEA MAP assessments, which currently boast a 95% testing participation rate.

NotebookLM

Strategic Shift: Consolidating for Focus



From: Line-Item Budgeting

20+ small, scattered operational actions masking true strategic priorities.

To: Consolidated Strategic Levers

Actions are now strictly reserved for high-impact, targeted MTSS (Multi-Tiered System of Supports) interventions that are principally directed toward our unduplicated students.

Fiscal & Cultural Integrity

Fiscal Integrity

Blended initiatives complicating Supplemental/Concentration (S/C) justifications.



Strict coding of general office costs to Base funding, ensuring S/C dollars are laser-focused on highest-need students.

Cultural Integrity (Fidelity-Based SEL)

Compliance: Toolbox SEL curriculum implemented via superficial slide reviews.



Fidelity: Tiered teacher coaching and deep coordination with Restorative Justice practitioners to ensure SEL leads to immediate, measurable improvements in classroom behavior.

NotebookLM

A Partner-Informed Culture

Middle School Scholars

Input	Strong interest in the arts and expressive programming.
Investment	**Dedicated theater teacher via Destiny Arts.**

Families & Parents

Input	Concerns regarding peer relationships and inclusivity.
Investment	Targeted **anti-bullying campaigns** and **inclusivity initiatives** via **Parent United.**

PE Staff & Safety Leaders

Input	Safety concerns during off-campus downtown transitions.
Investment	Additional **instructional aides** and **uniforms** funded via the **Shoong Family Cultural Center** partnership for safe walking supervision.

NotebookLM

Gratitude for the Support

Special thanks to Dr. St. Roseman and Christina Jordan for their after hours support, gathering, organizing, and giving feedback.

Finalizing the Blueprint: Areas for Growth

- [ ] Completing all internal metric tracking and reporting sections for suppressed subgroups (e.g., Foster Youth/Homeless Youth) with absolute fidelity.
- [ ] Navigating the state DTS system to ensure correct LCAP formatting and visual compliance prior to final export.

NotebookLM

Next Steps & Feedback



Collaboration & Refinement

Scheduling deep-dive meetings and receiving written feedback to ensure the document reflects our collective vision.

NotebookLM

Coversheet

Budget Public Hearing

Section: V. Non-Action Items
Item: F. Budget Public Hearing
Purpose:
Submitted by:
Related Material:
Bus Op AIPHS MYP 26-27 Board Meeting Submission Cover Letter 2026.pdf
AIMS High 26-27 MYP ENROLLMENT.pdf
AIMS High 26-27 MYP Summary.pdf
AIMS High 26-27 MYP INPUT Tab.pdf
AIMS AIPCS II 26-27 MYP ENROLLMENT.pdf
Bus Op AIPCS II MYP 26-27 Board Meeting Submission Cover Letter 2026.pdf
AIMS AIPCS II 26-27 MYP INPUT Tab.pdf
AIMS AIPCS II 26-27 MYP Summary.pdf
Bus Op AIPCS I MYP 26-27 Board Meeting Submission Cover Letter 2026.pdf
AIMS AIPCS I 26-27 MYP ENROLLMENT.pdf
AIMS AIPCS I 26-27 MYP INPUT Tab.pdf
AIMS AIPCS I 26-27 MYP Summary.pdf

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

Submitter Information

Full Name: Christina Jordan
Position/Title: Director of Business Operations
Department: Business Operations

Item Details:

Title of Item: AIPHS MYP for 26-27
Is this item a: ☑ New Submission ☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals:

Has this item been reviewed & approved Yes ☑ No ☐

☐ **Superintendent**
☑ **Chief of Business Operations (If budget changes)**
☐ **Director of Compliance (If plan changes)**
☐ **Other**

Signature: 1992a2af-57b1-4358-adaa-620236e4ddc4 Digitally signed by 1992a2af-57b1-4358-adaa-620236e4ddc4 Date: 2026.05.15 16:28:39 -07'00'

Committee Review:

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

If no: Please explain why:

Deadline Information:

Is there a submission deadline for this item? Yes ☑ No ☐
If yes: Please indicate the deadline date (MM/DD/YYYY): May 26 Public meeting

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:

GRADE	2026-2027 INITIAL	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
ENROLLMENT BY GRADE						
TK	0	0	0	0	0	0
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	86	86	86	86	86	86
10	98	98	98	98	98	98
11	99	99	99	99	99	99
12	72	72	72	72	72	72
TOTAL	355	355	355	355	355	355
DAILY ATTENDANCE RATE						
TK	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
K	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
1	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
2	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
3	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
4	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
5	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
6	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
7	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
8	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
9	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
10	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
11	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
12	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
OVERALL AVG	96.70%	96.70%	96.70%	96.70%	96.70%	96.70%
AVG DAILY ATTENDANCE BY GRADE						
TK	-	-	-	-	-	-
K	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	83.16	83.16	83.16	83.16	83.16	83.16
10	94.77	94.77	94.77	94.77	94.77	94.77
11	95.73	95.73	95.73	95.73	95.73	95.73
12	69.62	69.62	69.62	69.62	69.62	69.62
TOTAL	343.29	343.29	343.29	343.29	343.29	343.29
AVG DAILY ATTENDANCE BY GRADE RANGE						
TK-3	-	-	-	-	-	-
4-6	-	-	-	-	-	-
7-8	-	-	-	-	-	-
9-12	343.29	343.29	343.29	343.29	343.29	343.29
TOTAL	343.29	343.29	343.29	343.29	343.29	343.29

AIMS High 2026-2027

	CATEGORY	2025-2026 ACTUALS/FINAL BUDGET	2026-2027 INITIAL	VARIANCE	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
	TOTAL ENROLLMENT	362	355	(7)	355	355	355	355	355
	AVERAGE DAILY ATTENDANCE	350.1	343.3	(6.8)	343.3	343.3	343.3	343.3	343.3
REVENUE	State LCFF Revenue	5,617,034	5,625,805	8,771	$ 5,798,029	$ 5,991,833	$ 6,179,712	$ 6,275,686	$ 6,435,797
REVENUE	Federal Revenue	359,012	362,179	3,166	$ 373,117	$ 385,877	$ 398,650	$ 411,606	$ 424,983
REVENUE	Other State Revenue	1,185,326	1,160,421	(24,905)	$ 1,195,466	$ 1,236,351	$ 1,277,274	$ 1,318,785	$ 1,361,646
REVENUE	Local Revenue	-	-	-	$ -	$ -	$ -	$ -	$ -
REVENUE	**TOTAL REVENUE**	**7,161,373**	**7,148,405**	**(12,968)**	**$ 7,366,612**	**$ 7,614,061**	**$ 7,855,636**	**$ 8,006,077**	**$ 8,222,426**
EXPENSES	Certificated Salaries	1,506,423	1,492,235	(14,188)	$ 1,521,351	$ 1,551,050	$ 1,602,389	$ 1,654,467	$ 1,708,237
EXPENSES	Classified Salaries	883,677	862,552	(21,125)	$ 879,063	$ 895,904	$ 925,558	$ 955,639	$ 986,697
EXPENSES	Benefits	729,126	693,512	(35,614)	$ 701,862	$ 710,379	$ 733,893	$ 757,744	$ 782,371
EXPENSES	*TOTAL PERSONNEL EXPENSES*	*3,119,226*	*3,048,300*	*(70,926)*	*$ 3,102,276*	*$ 3,157,333*	*$ 3,261,840*	*$ 3,367,850*	*$ 3,477,305*
EXPENSES	Books and Supplies	536,817	556,814	19,997	$ 567,950	$ 579,309	$ 590,895	$ 602,713	$ 614,768
EXPENSES	Services and Other Operating Expenses	3,392,737	3,425,067	32,330	$ 3,488,685	$ 3,558,458	$ 3,629,627	$ 3,702,220	$ 3,776,264
EXPENSES	Capital Outlay	5,046	5,047	1	$ 5,148	$ 5,251	$ 5,356	$ 5,464	$ 5,573
EXPENSES	Other Outgoing	-	-	-	$ -	$ -	$ -	$ -	$ -
EXPENSES	*TOTAL OTHER EXPENSES*	*3,934,600*	*3,986,929*	*52,328*	*$ 4,061,783*	*$ 4,143,019*	*$ 4,225,879*	*$ 4,310,397*	*$ 4,396,605*
EXPENSES	**TOTAL EXPENSES**	**7,053,826**	**7,035,228**	**(18,598)**	**$ 7,164,060**	**$ 7,300,352**	**$ 7,487,720**	**$ 7,678,247**	**$ 7,873,910**
SUMMARY	**SURPLUS\(DEFICIT)**	**107,547**	**113,177**	**5,630**	**202,552**	**313,710**	**367,916**	**327,830**	**348,516**
SUMMARY	*% of Expenses*	*1.5%*	*1.6%*		*2.8%*	*4.3%*	*4.9%*	*4.3%*	*4.4%*
SUMMARY	BEGINNING FUND BALANCE	3,138,603	$ 3,246,150		$ 2,770,870	$ 2,973,422	$ 3,287,132	$ 3,655,048	$ 3,982,878
SUMMARY	**ENDING BALANCE**	**3,246,150**	**$ 3,359,326**		**$ 2,973,422**	**$ 3,287,132**	**$ 3,655,048**	**$ 3,982,878**	**$ 4,331,394**
SUMMARY	*% of Expenses*	*46%*	*47.8%*		*41.5%*	*45.0%*	*48.8%*	*51.9%*	*55.0%*

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ACCT	RESOURCE	ACCOUNT NAME	2025-2026 ACTUALS/FINAL BUDGET	2026-2027 INITIAL	VARIANCE
LCFF			**2.30%**	**4.31%**	
8011		LCFF Revenues	2,753,684	2,754,951	1,267
8012	1400	Education Protection Account Revenue	1,487,540	1,521,648	34,108
8019		Prior Year Income/Adjustments	-	-	-
8096		Charter Schools Funding In-Lieu of Property T	1,375,810	1,349,206	(26,604)
80XX		---			-
80XX		---			-
		TOTAL LCFF REVENUE	5,617,034	5,625,805	8,771
FEDERAL			**2.30%**	**2.87%**	
8181	3310	Special Education - Entitlement	62,142	62,690	548
8182	3327	Special Education - Mental Health	4,356	4,394	38
8220	5310	Federal Child Nutrition Programs	130,416	131,566	1,150
8290		All Other Federal Revenue	-	-	-
8291	3010	Title I Federal Revenue	115,304	116,321	1,017
8292	4035	Title II	15,090	15,223	133
8293	4203	Title III Federal Revenue	21,836	22,029	193
8294	4127	Title IV	9,868	9,955	87
8295		Title V Federal Revenue	-		-
80XX		---			-
80XX		---			-
		TOTAL FEDERAL REVENUE	359,012	362,179	3,166
OTHER STATE			**2.30%**	**2.87%**	
8520	5310	State Child Nutrition Program	49,302	49,737	435
8550	8(20.52	Mandated Block Grant	19,206	19,375	169
8560	1100(20	State Lottery Revenue	110,662	111,638	976
8590		All Other State Revenues	686,156	530,914	(155,242)
8591	6030	SB 740 Revenue	-	-	-
8599		Prior Year State Income		-	-
8791	6500	SPED State/Other Transfers of Apportionmer	320,000	448,757	128,757
8792	6500	SPED State/Other Transfers of Apportionmer	-	-	-
8596	6010	ASES		-	-
80XX		---		-	-
80XX		---		-	-
		TOTAL OTHER STATE REVENUE	1,185,326	1,160,421	(24,905)
		OTHER STATE REVENUE ACCT BREAKDOWN			
8590	*6546*	*Mental Health*	28,855	29,109	254
8590	*7435*	*Learning Recovery Block Grant*	190,000	190,000	-
8590	*6770*	*Prop 28 Art and Music*	100,000	91,000	(9,000)
8590	*6762*	*ts & Music Instructional Materials BLK GRNT*	74,095		(74,095)
8590	*7412*	*Access A-G*	78,197		(78,197)
8590	*7413*	*Learning Loss A-G*	67,696		(67,696)
8590	*6383*	*Golden State Grant*	75,000		(75,000)
8590	*6019*	*SSPD*	56,806	220,804	163,999

8590	*6266*	*Ed Effectiveness*	15,507		(15,507)
8590				-	-
8590				-	-
		TOTAL OTHER STATE REVENUE ACCT BREAKDOWN	686,156	530,914	(155,242)

LOCAL			**2.30%**	**2.87%**	
8639		Student Lunch revenue		-	-
8650		Rental Income		-	-
8660		Interest Income		-	-
8662		Net Increase/Decrease in Investment		-	-
8677		State Local SPED Revenue		-	-
8682		Foundation Grants/Donations		-	-
8684		Student Body (ASB) Fundraising Revenue		-	-
8685		School Site fundraising		-	-
8688		In Kind Contributions		-	-
8694		Field Trip Revenues		-	-
8698		E-rate Revenues		-	-
8699		All Other Local Revenue		-	-
8798		Income (Loss) from Ownership in Subsidiary		-	-
80XX		---		-	-
80XX		---		-	-
		TOTAL LOCAL REVENUE	-	-	-
		TOTAL REVENUE	7,161,373	7,148,405	(12,968)

1000 - CERTIFICATED EMPLOYEES					
1100		Teachers' Salaries	1,269,294	1,262,031	(7,263)
1105		Teachers' Bonuses	-	-	-
1106		Teachers Stipends	-	-	-
1120		Substitute Expense	-	-	-
1121		Teachers' Salaries short term subs	-	-	-
1122		Short Term Subs	-	-	-
1123		Teachers' Salaries long term subs	-	-	-
1200		Certificated Pupil Support Salaries	27,418	27,969	550
1300		Certificated Supervisor and Administrator Sa	209,711	202,236	(7,476)
1305		Certificated Supervisor and Administrator Bo	-	-	-
1900		Other Certificated Salaries	-	-	-
1910		Other Certificated Overtime	-	-	-
10XX		---	-	-	-
10XX		---	-	-	-
		TOTAL CERTIFICATED EMPLOYEE EXPESES	1,506,423	1,492,235	(14,188)

2000 - CLASSIFIED EMPLOYEES					
2100		Instructional Aide Salaries	226,321	262,332	36,011
2103		Classified Long Term Sub	-	-	-
2105		Instructional Aide Bonus	-	-	-
2110		Instructional Aide Overtime	-	-	-
2200		Classified Support Salaries (Maintenance, Fo	311,220	263,066	(48,154)
2205		Classified Support Salaries Bonus	-	-	-
2210		Classified Support Overtime	-	-	-

2300		Classified Supervisor and Administrator Sala	99,128	116,903	17,775
2305		Classified Supervisor and Admin Bonus	-	-	-
2400		Clerical, Technical, and Office Staff Salaries	247,008	220,251	(26,757)
2405		Clerical Technical and Office Staff Bonus	-	-	-
2410		Clerical, Technical, and Office Staff Overtime	-	-	-
2900		Other Classified Salaries (Noon and Yard Sup	-	-	-
2901		Other Classified Salaries Substitute	-	-	-
2905		Other Stipends	-	-	-
2910		Other Classified Overtime	-	-	-
20XX		---	-	-	-
20XX		---	-	-	-
		TOTAL CLASSIFIED EMPLOYEE EXPESES	883,677	862,552	(21,125)

3000 - EMPLOYEE BENEFITS					
3101		State Teachers' Retirement System, certifica	-	-	-
3102		Employer STRS Classified	-	-	-
3201		Employer PERS Certificated	-	-	-
3202		Public Employees' Retirement System, classi	263,567	239,128	(24,439)
3301		OASDI/Medicare Certificated, Unrestricted	115,241	114,156	(1,085)
3302		OASDI/Medicare Classified	67,601	65,985	(1,616)
3401		Health & Welfare Benefits, Certificated	246,823	246,823	-
3402		Health & Welfare Benefits Classified	-	-	-
3501		State Unemployment Insurance Certificated	14,528	9,900	(4,628)
3502		State Unemployment Insurance Classified	11,804	8,100	(3,704)
3601		Worker Compensation Insurance	6,026	5,969	(57)
3602		Worker Compensation Insurance	3,535	3,450	(84)
3701		OPEB benefits	-	-	-
3702		OPEB benefits	-	-	-
3901		Other Employee Benefits	-	-	-
3902		Other Employee Benefits Classified	-	-	-
3903		Other Employee Benefits	-	-	-
30XX		---	-	-	-
30XX		---	-	-	-
		TOTAL EMPLOYEE BENEFITS EXPESES	729,126	693,512	(35,614)
		TOTAL PAYROLL RELATED EXPENSES	3,119,226	3,048,300	(70,926)

4000 - BOOKS AND SUPPLIES				**2.0%**	
4100		Approved Textbooks and Core Curriculum	59,418	45,000	(14,418)
4101		Curriculum Assessment and Software	-	-	-
4102		Supplemental Curriculum	-	-	-
4200		Books and Other Reference Materials	20,000	12,000	(8,000)
4215		CSI Materials	-	-	-
4300		Materials and Supplies	12,693	12,697	4
4315		Classroom Materials and Supplies	115,468	151,783	36,315
4317		Student Testing Materials	92,590	60,000	(32,590)
4342		Materials for School Sponsored Athletics	6,072	35,000	28,928
4400		Noncapitalized Equipment	15,916	14,000	(1,916)
4407		Student Educational Software	-	3,000	3,000
4410		Software and Software Licensing	71,368	50,000	(21,368)

4430		Noncapitalized Student Equipment	-	30,000	30,000
4440		Student Event Materials	-	-	-
4700		Food and Food Supplies	143,293	143,334	41
40XX		---	-	-	-
40XX		---	-	-	-
		TOTAL BOOKS AND SUPPLIES	536,817	556,814	19,997

5000 - SERVICES AND OTHER OPERATING EXPENSES				**2.0%**	
5100		Subagreements for Services	-	-	-
5200		Travel and Conferences	37,030	25,000	(12,030)
5206		Parking Expense	-	-	-
5210		Training and Development Expense	33,772	71,960	38,188
5300		Dues and Memberships	29,278	20,000	(9,278)
5400		Insurance	58,306	58,322	17
5450		Property Taxes	-	-	-
5500		Operation and Housekeeping Services	-	-	-
5502		Janitorial Services	110,277	110,309	32
5505		Student Transportation/Field Trips	-	-	-
5600		Space Rental/Leases Expense	248,024	248,095	71
5601		Building Maintenance	51,974	51,989	15
5602		Other Space Rental	4,787	4,788	
5503		Security Locks and Keys	312	312	0
5504		Pest Control	5,554	5,000	(554)
5605		Equipment Rental/Lease Expense	13,384	13,388	4
5610		Equipment Repair	1,167	1,168	0
5621		Facilities Costs	-	-	-
5710		Transfer of Direct Costs	-	-	-
5800		Professional/Consulting Services and Operat	318,820	400,000	81,180
5803		Banking and Payroll Service Fees	-	-	-
5805		Legal Services	24,606	5,000	(19,606)
5806		Audit Services	-	-	-
5807		Legal Settlements	-	-	-
5809		Employee Tuition Reimbursement	107,092	67,200	(39,892)
5810		Educational Consultants	6,442	5,000	(1,442)
5811		Student Transportation	30,519	20,000	(10,519)
5812		Other Student Activities	10,997	35,000	24,003
5813		Residential Placement	216,698	216,760	62
5814		Non Employee Subs	458,839	400,000	(58,839)
5815		Advertising/Recruiting	2,582	2,583	1
5820		Fundraising Expense	520	520	0
5822		Staff Appreciation	4,428		(4,428)
5825		School Pathways	-	-	-
5830		Field Trip Expenses	10,539	62,000	51,461
5836		Transportation Services	-	-	-
5842		Services Student Athletics	1,152	30,000	28,848
5850		Scholarships Awarded	10,390	100,315	89,925
5873		Financial Services	-	-	-
5874		Personnel Services	-	-	-
5875		District Oversight Fee	58,597	56,258	(2,339)

5877		IT Services	6,683	4,500	(2,183)
5885		Summer School Expenses	-	-	-
5890		Interest Expense/Fees	4,336	600	(3,736)
5891		Charter School Capital Fees	-	-	-
5892		ASB Activities Expense	-	-	-
5894		ASB Activities Expense	-	-	-
5899		CMO Management Fee Expense	1,512,710	1,400,000	(112,710)
5900		Communications (Tele., Internet, Copies,Pos	12,923	9,000	(3,923)
5901		Scholar Internet Reimbursement	-	-	-
5998		Unallocated Credit Card Expense	-	-	-
5999		Expense Suspense	-	-	-
50XX		---	-	-	-
50XX		---	-		-
		TOTAL SERVICES AND OTHER OPERATING EXPENSES	3,392,737	3,425,067	32,329

6000 - CAPITAL OUTLAY				**2.0%**	
6900		Depreciation Expense	5,046	5,047	1
6901		Amortization Expense	-	-	-
60XX		---	-	-	-
60XX		---			-
		TOTAL CAPITAL OUTLAY EXPENSES	5,046	5,047	1

7000 - OTHER OUTGOING				**2.0%**	
7000		Miscellaneous Expense	-	-	-
7141		Special Education Encroachment District	-	-	-
7200		Other Transfer	-	-	-
7201		Write Off of Prior year assets	-	-	-
7299		All other Transfers	-	-	-
7310		Transfer of Indirect Costs	-	-	-
7438		Debt Service - Interest		-	-
7439		Debt Service Amortization	-	-	-
7619		Other Interfund Transfers out	-	-	-
70XX		---		-	-
70XX		---			-
		TOTAL OTHER OUTGOING EXPENSES	-	-	-
		TOTAL NON-PAYROLL EXPENSES	3,934,600	3,986,929	52,327
		TOTAL EXPENSES	7,053,826	7,035,228	(18,599)
		NET INCOME	107,547	113,177	5,631

GRADE	2026-2027 INITIAL	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
ENROLLMENT BY GRADE						
TK	0	0	0	0	0	0
K	25	25	25	25	25	25
1	50	50	50	50	50	50
2	52	52	52	52	52	52
3	55	55	55	55	55	55
4	75	75	75	75	75	75
5	82	82	82	82	82	82
6	93	93	93	93	93	93
7	40	40	40	40	40	40
8	55	55	55	55	55	55
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
TOTAL	527	527	527	527	527	527
DAILY ATTENDANCE RATE						
TK	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
K	95.24%	95.24%	95.24%	95.24%	95.24%	95.24%
1	95.24%	95.24%	95.24%	95.24%	95.24%	95.24%
2	95.24%	95.24%	95.24%	95.24%	95.24%	95.24%
3	95.24%	95.24%	95.24%	95.24%	95.24%	95.24%
4	95.24%	95.24%	95.24%	95.24%	95.24%	95.24%
5	95.24%	95.24%	95.24%	95.24%	95.24%	95.24%
6	95.24%	95.24%	95.24%	95.24%	95.24%	95.24%
7	95.24%	95.24%	95.24%	95.24%	95.24%	95.24%
8	95.24%	95.24%	95.24%	95.24%	95.24%	95.24%
9	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
10	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
11	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
12	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
OVERALL AVG	95.24%	95.24%	95.24%	95.24%	95.24%	95.24%
AVG DAILY ATTENDANCE BY GRADE						
TK	-	-	-	-	-	-
K	23.81	23.81	23.81	23.81	23.81	23.81
1	47.62	47.62	47.62	47.62	47.62	47.62
2	49.52	49.52	49.52	49.52	49.52	49.52
3	52.38	52.38	52.38	52.38	52.38	52.38
4	71.43	71.43	71.43	71.43	71.43	71.43
5	78.10	78.10	78.10	78.10	78.10	78.10
6	88.57	88.57	88.57	88.57	88.57	88.57
7	38.10	38.10	38.10	38.10	38.10	38.10
8	52.38	52.38	52.38	52.38	52.38	52.38
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
TOTAL	501.91	501.91	501.91	501.91	501.91	501.91
AVG DAILY ATTENDANCE BY GRADE RANGE						
TK-3	173.34	173.34	173.34	173.34	173.34	173.34
4-6	238.10	238.10	238.10	238.10	238.10	238.10
7-8	90.48	90.48	90.48	90.48	90.48	90.48
9-12	-	-	-	-	-	-
TOTAL	501.91	501.91	501.91	501.91	501.91	501.91

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

Submitter Information

Full Name: Christina Jordan
Position/Title: Director of Business Operations
Department: Business Operations

Item Details:

Title of Item: AIPCS II MYP for 26-27
Is this item a: ☑ New Submission ☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals:

Has this item been reviewed & approved Yes ☑ No ☐

☐ **Superintendent**
☑ **Chief of Business Operations (If budget changes)**
☐ **Director of Compliance (If plan changes)**
☐ **Other**

Signature: 1992a2af-57b1-4358-adaa-620236e4ddc4 Digitally signed by 1992a2af-57b1-4358-adaa-620236e4ddc4 Date: 2026.05.15 16:28:39 -07'00'

Committee Review:

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

If no: Please explain why:

Deadline Information:

Is there a submission deadline for this item? Yes ☑ No ☐
If yes: Please indicate the deadline date (MM/DD/YYYY): May 26 Public meeting

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:

ACCT	RESOURCE	ACCOUNT NAME	2025-2026 ACTUALS/FINAL BUDGET	2026-2027 INITIAL	VARIANCE
LCFF			**2.30%**	**4.31%**	
8011		LCFF Revenues	3,573,048	3,628,975	55,927
8012	1400	Education Protection Accou	1,649,435	1,812,114	162,679
8019		Prior Year Income/Adjustme	-	-	-
8096		Charter Schools Funding In-L	1,965,163	1,972,665	7,502
80XX		---			-
80XX		---			-
		TOTAL LCFF REVENUE	7,187,646	7,413,754	226,108
FEDERAL			**2.30%**	**2.87%**	
8181	3310	Special Education - Entitlem	99,311	102,551	3,240
8182	3327	Special Education - Mental H	6,769	6,990	221
8220	5310	Federal Child Nutrition Prog	308,300	318,359	10,059
8290		All Other Federal Revenue	-	-	-
8291	3010	Title I Federal Revenue	209,746	216,589	6,843
8292	4035	Title II	76,874	79,382	2,508
8293	4203	Title III Federal Revenue	22,706	23,447	741
8294	4127	Title IV	23,562	24,331	769
8295		Title V Federal Revenue	-		-
80XX		---			-
80XX		---			-
		TOTAL FEDERAL REVENUE	747,268	771,649	24,381
OTHER STATE			**2.30%**	**2.87%**	
8520	5310	State Child Nutrition Prograı	105,890	109,345	3,455
8550	8(20.52	Mandated Block Grant	10,738	11,088	350
8560	1100(20	State Lottery Revenue	157,334	162,468	5,133
8590		All Other State Revenues	2,384,405	2,616,046	231,641
8591	6030	SB 740 Revenue		-	-
8599		Prior Year State Income		-	-
8791	6500	SPED State/Other Transfers	530,000	760,793	230,793
8792	6500	SPED State/Other Transfers	-	-	-
8596	6010	ASES		-	-
80XX		---		-	-
80XX		---		-	-
		TOTAL OTHER STATE REVENUE	3,188,366	3,659,739	471,373

OTHER STATE REVENUE ACCT BREAKDOWN

8590	*6266*	*Educator Effectiveness*	123,834		(123,834)
8590	*7435*	*rning Recovery Block Grant*	70,000	300,000	230,000
8590	*6770*	*Prop 28 Art and Music*	122,800	100,000	(22,800)
8590	*6762*	*ctional Materials BLK GRNT*	162,826		(162,826)
8590	*2600*	*ELOP*	1,430,970	1,063,260	(367,710)

8590	*6010*	*ASES*	203,279	203,279	-
8590	*6546*	*Mental Health*	40,695	42,023	1,328
8590	*6019*	*SSPD*	-	649,506	649,506
8590	*9999*	*Classified Teacher Grant*	230,000	257,979	27,979
8590				-	-
8590				-	-
TAL OTHER STATE REVENUE ACCT BREAKDOWN			2,384,405	2,616,046	231,641

LOCAL			**2.30%**	**2.87%**	
8639		Student Lunch revenue	-	-	-
8650		Rental Income	72,081	74,433	2,352
8660		Interest Income	958	989	31
8662		Net Increase/Decrease in Inv	-	-	-
8677		State Local SPED Revenue	-	-	-
8682		Foundation Grants/Donation	-	-	-
8684		Student Body (ASB) Fundrais	-	-	-
8685		School Site fundraising	-	-	-
8688		In Kind Contributions	-	-	-
8694		Field Trip Revenues	-	-	-
8698		E-rate Revenues	65,794	67,941	2,147
8699		All Other Local Revenue	28,208	29,128	920
8798		Income (Loss) from Ownersh	-	-	-
80XX		---	-	-	-
80XX		---	-	-	-
		TOTAL LOCAL REVENUE	167,040	172,491	5,450
		TOTAL REVENUE	11,290,321	12,017,633	727,312

1000 - CERTIFICATED EMPLOYEES					
1100		Teachers' Salaries	1,976,694	2,199,554	222,860
1105		Teachers' Bonuses	-	-	-
1106		Teachers Stipends	-	-	-
1120		Substitute Expense	-	150,798	150,798
1121		Teachers' Salaries short terr	-	-	-
1122		Short Term Subs	-	-	-
1123		Teachers' Salaries long term	-	-	-
1200		Certificated Pupil Support Sa	43,698	44,575	877
1300		Certificated Supervisor and A	38,722	59,002	20,280
1305		Certificated Supervisor and A	-	-	-
1900		Other Certificated Salaries	-	-	-
1910		Other Certificated Overtime	-	-	-
10XX		---	-	-	-
10XX		---	-	-	-
		TOTAL CERTIFICATED EMPLOYEE EXPESES	2,059,114	2,453,929	394,815

2000 - CLASSIFIED EMPLOYEES					
2100		Instructional Aide Salaries	1,173,603	1,279,833	106,230

2103		Classified Long Term Sub	-	-	-
2105		Instructional Aide Bonus	-	-	-
2110		Instructional Aide Overtime	-	-	-
2200		Classified Support Salaries (I	204,920	111,105	(93,815)
2205		Classified Support Salaries B	-	-	-
2210		Classified Support Overtime	-	-	-
2300		Classified Supervisor and Ad	298,433	349,682	51,249
2305		Classified Supervisor and Ad	-	-	-
2400		Clerical, Technical, and Offic	337,968	383,772	45,803
2405		Clerical Technical and Office	-	-	-
2410		Clerical, Technical, and Offic	-	-	-
2900		Other Classified Salaries (No	-	-	-
2901		Other Classified Salaries Sub	-	-	-
2905		Other Stipends	-	-	-
2910		Other Classified Overtime	-	-	-
20XX		---	-	-	-
20XX		---	-	-	-
		TOTAL CLASSIFIED EMPLOYEE EXPESES	2,014,924	2,124,391	109,467

3000 - EMPLOYEE BENEFITS					
3101		State Teachers' Retirement	-	-	-
3102		Employer STRS Classified	-	-	-
3201		Employer PERS Certificated	-	-	-
3202		Public Employees' Retireme	327,789	376,765	48,975
3301		OASDI/Medicare Certificate	157,522	187,726	30,203
3302		OASDI/Medicare Classified	154,142	162,516	8,374
3401		Health & Welfare Benefits, (	348,140	362,263	14,123
3402		Health & Welfare Benefits C	-	-	-
3501		State Unemployment Insura	18,614	14,400	(4,214)
3502		State Unemployment Insura	29,510	19,800	(9,710)
3601		Worker Compensation Insur	10,296	12,270	1,974
3602		Worker Compensation Insur	10,075	10,622	547
3701		OPEB benefits	-	-	-
3702		OPEB benefits	-	-	-
3901		Other Employee Benefits	-	-	-
3902		Other Employee Benefits Cla	-	-	-
3903		Other Employee Benefits	-	-	-
30XX		---	-	-	-
30XX		---	-	-	-
		TOTAL EMPLOYEE BENEFITS EXPESES	1,056,087	1,146,361	90,273
		TOTAL PAYROLL RELATED EXPENSES	5,130,126	5,724,681	594,555

4000 - BOOKS AND SUPPLIES				**2.0%**	
4100		Approved Textbooks and Co	180,340	125,000	(55,340)
4101		Curriculum Assessment and	Software	-	-
4102		Supplemental Curriculum	-	-	-

4200		Books and Other Reference	1,000	1,024	24
4215		CSI Materials	-	-	-
4300		Materials and Supplies	21,730	22,249	519
4315		Classroom Materials and Su	148,348	252,000	103,652
4317		Student Testing Materials	380	389	9
4342		Materials for School Sponso	2,110	2,160	50
4400		Noncapitalized Equipment	34,744	25,000	(9,744)
4407		Student Educational Softwa	-	-	-
4410		Software and Software Licer	94,000	90,000	(4,000)
4430		Noncapitalized Student Equi	1,500	1,536	36
4440		Student Event Materials	650	666	16
4700		Food and Food Supplies	349,989	255,195	(94,794)
40XX		---	-	-	-
40XX		---	-	-	-
		TOTAL BOOKS AND SUPPLIES	834,791	775,219	(59,572)

5000 - SERVICES AND OTHER OPERATING EXPENSES				**2.0%**	
5100		Subagreements for Services	-	-	-
5200		Travel and Conferences	800	5,000	4,200
5206		Parking Expense	-	-	-
5210		Training and Development E	60,000	130,000	70,000
5300		Dues and Memberships	42,596	43,614	1,018
5400		Insurance	100,000	102,389	2,389
5450		Property Taxes	-	-	-
5500		Operation and Housekeepin	1,000	1,024	24
5501		Utilities	200,000	200,000	-
5502		Janitorial Services	210,712	200,000	(10,712)
5503		Security Locks & Keys	700	700	-
5504		Pest Control	7,500	7,500	-
5505		Student Transportation/Field Trips			-
5600		Space Rental/Leases Expens	7,300	7,474	174
5601		Building Maintenance	170,000	170,000	-
5602		Other Space Rental	65,000	57,000	(8,000)
5603					-
5604					-
5605		Equipment Rental/Lease Exp	35,000	35,836	836
5610		Equipment Repair	3,000	3,072	72
5621		Facilities Costs	-	-	-
5710		Transfer of Direct Costs	-	-	-
5800		Professional/Consulting Serv	695,104	697,644	2,540
5803		Banking and Payroll Service Fees		-	-
5805		Legal Services	18,000	4,000	(14,000)
5806		Audit Services	-	-	-
5807		Legal Settlements	-	-	-
5809		Employee Tuition Reimburse	13,688	131,000	117,312
5810		Educational Consultants	7,000	7,167	167

5811		Student Transportation	15,000	8,015	(6,985)
5812		Other Student Activities	6,000	6,143	143
5813		Residential Placement	54,000	52,750	(1,250)
5814		Non Employee Subs	735,000	300,000	(435,000)
5815		Advertising/Recruiting	5,000	5,119	119
5820		Fundraising Expense	5,000	2,000	(3,000)
5825		School Pathways	2,349	2,405	56
5830		Field Trip Expenses	41,456	150,000	108,544
5836		Transportation Services	-	-	-
5842		Services Student Athletics	3,000	40,000	37,000
5850		Scholarships Awarded	-	-	-
5873		Financial Services	-	-	-
5874		Personnel Services	-	-	-
5875		District Oversight Fee	71,876	74,138	2,261
5877		IT Services	14,000	15,000	1,000
5885		Summer School Expenses	-	-	-
5890		Interest Expense/Fees	-	-	-
5891		Charter School Capital Fees	-	-	-
5892		ASB Activities Expense	-	-	-
5894		ASB Activities Expense	-	-	-
5899		CMO Management Fee Expe	2,224,000	2,277,140	53,140
5900		Communications (Tele., Inte	50,000	51,195	1,195
5901		Scholar Internet Reimburser	-	-	-
5998		Unallocated Credit Card Exp	-	-	-
5999		Expense Suspense	-	-	-
50XX		---	-	-	-
50XX		---	-		-
AL SERVICES AND OTHER OPERATING EXPENSES			4,864,082	4,787,326	(76,756)

6000 - CAPITAL OUTLAY				**2.0%**	
6900		Depreciation Expense	289,209	296,119	6,910
6901		Amortization Expense	-	-	-
60XX		---	-	-	-
60XX		---			-
		TOTAL CAPITAL OUTLAY EXPENSES	289,209	296,119	6,910

7000 - OTHER OUTGOING				**2.0%**	
7000		Miscellaneous Expense	-	-	-
7141		Special Education Encroachr	-	-	-
7200		Other Transfer	-	-	-
7201		Write Off of Prior year asset	-	-	-
7299		All other Transfers	-	-	-
7310		Transfer of Indirect Costs	-	-	-
7438		Debt Service - Interest	301,467	308,670	7,203
7439		Debt Service Amortization	-	-	-
7619		Other Interfund Transfers ou	-	-	-

70XX		---		-	-
70XX		---			-
		TOTAL OTHER OUTGOING EXPENSES	301,467	308,670	7,203
		TOTAL NON-PAYROLL EXPENSES	6,289,549	6,167,334	(122,214)
		TOTAL EXPENSES	11,419,675	11,892,015	472,341
		NET INCOME	(129,354)	125,618	254,971

AIPCS II 2026-2027

	CATEGORY	2025-2026 ACTUALS/FINAL BUDGET	2026-2027 INITIAL	VARIANCE	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
	TOTAL ENROLLMENT	525	527	2	527	527	527	527	527
	AVERAGE DAILY ATTENDANCE	500.0	501.9	1.9	501.9	501.9	501.9	501.9	501.9
REVENUE	State LCFF Revenue	7,187,646	7,413,754	226,108	$ 7,640,404	$ 7,895,543	$ 8,143,433	$ 8,408,095	$ 8,681,358
REVENUE	Federal Revenue	747,268	771,649	24,381	$ 794,953	$ 822,141	$ 849,353	$ 876,957	$ 905,459
REVENUE	Other State Revenue	3,188,366	3,659,739	471,373	$ 3,770,264	$ 3,899,207	$ 4,028,270	$ 4,159,189	$ 4,294,363
REVENUE	Local Revenue	167,040	172,491	5,450	$ 177,700	$ 183,777	$ 189,860	$ 196,031	$ 202,402
REVENUE	**TOTAL REVENUE**	**11,290,321**	**12,017,633**	**727,312**	**$ 12,383,320**	**$ 12,800,668**	**$ 13,210,917**	**$ 13,640,272**	**$ 14,083,581**
EXPENSES	Certificated Salaries	2,059,114	2,453,929	394,815	$ 2,503,008	$ 2,553,068	$ 2,637,575	$ 2,723,296	$ 2,811,803
EXPENSES	Classified Salaries	2,014,924	2,124,391	109,467	$ 2,150,495	$ 2,177,122	$ 2,249,184	$ 2,322,283	$ 2,397,757
EXPENSES	Benefits	1,056,087	1,146,361	90,273	$ 1,160,023	$ 1,173,959	$ 1,212,817	$ 1,252,234	$ 1,292,931
EXPENSES	*TOTAL PERSONNEL EXPENSES*	*5,130,126*	*5,724,681*	*594,555*	*$ 5,813,527*	*$ 5,904,149*	*$ 6,099,576*	*$ 6,297,813*	*$ 6,502,491*
EXPENSES	Books and Supplies	834,791	775,219	(59,572)	$ 790,723	$ 806,538	$ 822,669	$ 839,122	$ 855,904
EXPENSES	Services and Other Operating Expenses	4,864,082	4,787,326	(76,756)	$ 4,883,072	$ 4,980,734	$ 5,080,349	$ 5,181,956	$ 5,285,595
EXPENSES	Capital Outlay	289,209	296,119	6,910	$ 302,042	$ 308,082	$ 314,244	$ 320,529	$ 326,940
EXPENSES	Other Outgoing	301,467	308,670	7,203	$ 314,844	$ 321,140	$ 327,563	$ 334,114	$ 340,797
EXPENSES	*TOTAL OTHER EXPENSES*	*6,289,549*	*6,167,334*	*(122,214)*	*$ 6,290,681*	*$ 6,416,495*	*$ 6,544,824*	*$ 6,675,721*	*$ 6,809,235*
EXPENSES	**TOTAL EXPENSES**	**11,419,675**	**11,892,015**	**472,341**	**$ 12,104,208**	**$ 12,320,644**	**$ 12,644,401**	**$ 12,973,534**	**$ 13,311,727**
SUMMARY	**SURPLUS\(DEFICIT)**	**(129,354)**	**125,618**	**254,971**	**279,113**	**480,024**	**566,516**	**666,739**	**771,854**
SUMMARY	*% of Expenses*	*-1.1%*	*1.1%*		*2.3%*	*3.9%*	*4.5%*	*5.1%*	*5.8%*
SUMMARY	BEGINNING FUND BALANCE	3,138,603	$ 3,009,249		$ 3,134,867	$ 3,413,980	$ 3,894,004	$ 4,460,520	$ 5,127,259
SUMMARY	**ENDING BALANCE**	**3,009,249**	**$ 3,134,867**		**$ 3,413,980**	**$ 3,894,004**	**$ 4,460,520**	**$ 5,127,259**	**$ 5,899,113**
SUMMARY	*% of Expenses*	*26%*	*26.4%*		*28.2%*	*31.6%*	*35.3%*	*39.5%*	*44.3%*
		(0)	-	0					

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

Submitter Information

Full Name: Christina Jordan
Position/Title: Director of Business Operations
Department: Business Operations

Item Details:

Title of Item: AIPCS I MYP for 26-27
Is this item a: ☑ New Submission ☐ Renewal
If Renewal: Please summarize any changes from the previous submission:

Approvals:

Has this item been reviewed & approved Yes ☑ No ☐

☐ **Superintendent**
☑ **Chief of Business Operations (If budget changes)**
☐ **Director of Compliance (If plan changes)**
☐ **Other**

Signature: 1992a2af-57b1-4358-adaa-620236e4ddc4 Digitally signed by 1992a2af-57b1-4358-adaa-620236e4ddc4 Date: 2026.05.15 16:28:39 -07'00'

Committee Review:

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

If no: Please explain why:

Deadline Information:

Is there a submission deadline for this item? Yes ☑ No ☐
If yes: Please indicate the deadline date (MM/DD/YYYY): May 26 Public meeting

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:

GRADE	2026-2027 INITIAL	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
ENROLLMENT BY GRADE						
TK	0	0	0	0	0	0
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	20	20	20	20	20	20
7	20	20	20	20	20	20
8	50	50	50	50	50	50
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
TOTAL	90	90	90	90	90	90
DAILY ATTENDANCE RATE						
TK	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
K	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
3	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
4	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
5	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
6	94.15%	94.15%	94.15%	94.15%	94.15%	94.15%
7	94.40%	94.40%	94.40%	94.40%	94.40%	94.40%
8	94.50%	94.50%	94.50%	94.50%	94.50%	94.50%
9	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
10	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
11	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
12	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
OVERALL AVG	94.40%	94.40%	94.40%	94.40%	94.40%	94.40%
AVG DAILY ATTENDANCE BY GRADE						
TK	-	-	-	-	-	-
K	-	-	-	-	-	-
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	18.83	18.83	18.83	18.83	18.83	18.83
7	18.88	18.88	18.88	18.88	18.88	18.88
8	47.25	47.25	47.25	47.25	47.25	47.25
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
TOTAL	84.96	84.96	84.96	84.96	84.96	84.96
AVG DAILY ATTENDANCE BY GRADE RANGE						
TK-3	-	-	-	-	-	-
4-6	18.83	18.83	18.83	18.83	18.83	18.83
7-8	66.13	66.13	66.13	66.13	66.13	66.13
9-12	-	-	-	-	-	-
TOTAL	84.96	84.96	84.96	84.96	84.96	84.96

ACCT	RESOURCE	ACCOUNT NAME	2025-2026 ACTUALS/FINAL BUDGET	2026-2027 INITIAL	VARIANCE
LCFF			**2.30%**	**4.31%**	
8011		LCFF Revenues	936,835	613,940	(322,895)
8012	1400	Education Protection Accou	456,101	313,812	(142,288)
8019		Prior Year Income/Adjustme	-	-	-
8096		Charter Schools Funding In-L	530,570	333,917	(196,654)
80XX		---			-
80XX		---			-
		TOTAL LCFF REVENUE	1,923,506	1,261,669	(661,837)
FEDERAL			**2.30%**	**2.87%**	
8181	3310	Special Education - Entitlem	32,198	20,845	(11,353)
8182	3327	Special Education - Mental H	1,837	1,189	(648)
8220	5310	Federal Child Nutrition Prog	69,342	44,891	(24,450)
8290		All Other Federal Revenue	-	-	-
8291	3010	Title I Federal Revenue	101,152	65,485	(35,667)
8292	4035	Title II	6,828	4,420	(2,408)
8293	4203	Title III Federal Revenue	-	-	-
8294	4127	Title IV	10,000	6,474	(3,526)
8295		Title V Federal Revenue	-		-
80XX		---			-
80XX		---			-
		TOTAL FEDERAL REVENUE	221,356	143,305	(78,051)
OTHER STATE			**2.30%**	**2.87%**	
8520	5310	State Child Nutrition Prograı	25,314	16,388	(8,926)
8550	8(20.52	Mandated Block Grant	2,913	1,886	(1,027)
8560	1100(20	State Lottery Revenue	41,625	26,948	(14,677)
8590		All Other State Revenues	551,970	263,148	(288,823)
8591	6030	SB 740 Revenue	253,575	164,163	(89,412)
8599		Prior Year State Income		-	-
8791	6500	SPED State/Other Transfers	170,000	152,991	(17,009)
8792	6500	SPED State/Other Transfers	-	-	-
8596	6010	ASES		-	-
80XX		---		-	-
80XX		---		-	-
		TOTAL OTHER STATE REVENUE	1,045,397	625,524	(419,874)

OTHER STATE REVENUE ACCT BREAKDOWN

8590	*6546*	*Mental Health*	10,772	6,974	(3,798)
8590	*7435*	*rning Recovery Block Grant*	245,000		(245,000)
8590	*6770*	*Prop 28 Art and Music*	37,863	24,512	(13,351)
8590	*6762*	*ctional Materials BLK GRNT*	86,446		(86,446)
8590	*2600*	*ELOP*	112,485	72,822	(39,663)

8590	*6010*	*ASES*	59,404	38,458	(20,946)
8590	*7426*	*ELO*		-	-
8590	*6019*	*SSPD*		120,382	120,382
8590					-
8590				-	-
8590				-	-
TAL OTHER STATE REVENUE ACCT BREAKDOWN			551,970	263,148	(288,823)

LOCAL			**2.30%**	**2.87%**	
8639		Student Lunch revenue		-	-
8650		Rental Income	26,411	17,098	(9,313)
8660		Interest Income		-	-
8662		Net Increase/Decrease in Investment		-	-
8677		State Local SPED Revenue		-	-
8682		Foundation Grants/Donatior	5,962	3,860	(2,102)
8684		Student Body (ASB) Fundraising Revenue		-	-
8685		School Site fundraising		-	-
8688		In Kind Contributions		-	-
8694		Field Trip Revenues		-	-
8698		E-rate Revenues		-	-
8699		All Other Local Revenue	68,385	44,272	(24,113)
8798		Income (Loss) from Ownership in Subsidiary		-	-
80XX		---		-	-
80XX		---		-	-
		TOTAL LOCAL REVENUE	100,759	65,231	(35,528)
		TOTAL REVENUE	3,291,018	2,095,728	(1,195,290)

1000 - CERTIFICATED EMPLOYEES					
1100		Teachers' Salaries	525,233	453,544	(71,689)
1105		Teachers' Bonuses	50,934	-	(50,934)
1106		Teachers Stipends	-	-	-
1120		Substitute Expense	-	-	-
1121		Teachers' Salaries short terr	-	-	-
1122		Short Term Subs	-	-	-
1123		Teachers' Salaries long term	-	-	-
1200		Certificated Pupil Support Sa	14,566	14,858	292
1300		Certificated Supervisor and A	89,654	60,945	(28,709)
1305		Certificated Supervisor and A	-	-	-
1900		Other Certificated Salaries	-	-	-
1910		Other Certificated Overtime	-	-	-
10XX		---	-	-	-
10XX		---	-	-	-
		TOTAL CERTIFICATED EMPLOYEE EXPESES	680,387	529,347	(151,040)

2000 - CLASSIFIED EMPLOYEES					
2100		Instructional Aide Salaries	126,357	239,274	112,916

2103		Classified Long Term Sub	-	-	-
2105		Instructional Aide Bonus	-	-	-
2110		Instructional Aide Overtime	-	-	-
2200		Classified Support Salaries (I	69,345	37,674	(31,671)
2205		Classified Support Salaries B	-	-	-
2210		Classified Support Overtime	-	-	-
2300		Classified Supervisor and Ad	39,866	41,371	1,505
2305		Classified Supervisor and Ad	-	-	-
2400		Clerical, Technical, and Offic	67,736	68,325	590
2405		Clerical Technical and Office	-	-	-
2410		Clerical, Technical, and Offic	-	-	-
2900		Other Classified Salaries (No	-	-	-
2901		Other Classified Salaries Sub	-	-	-
2905		Other Stipends	-	-	-
2910		Other Classified Overtime	-	-	-
20XX		---	-	-	-
20XX		---	-	-	-
		TOTAL CLASSIFIED EMPLOYEE EXPESES	303,305	386,644	83,339

3000 - EMPLOYEE BENEFITS					
3101		State Teachers' Retirement	-	-	-
3102		Employer STRS Classified	-	-	-
3201		Employer PERS Certificated	-	-	-
3202		Public Employees' Retireme	103,097	108,306	5,209
3301		OASDI/Medicare Certificate	52,050	42,894	(9,156)
3302		OASDI/Medicare Classified	23,203	29,578	6,375
3401		Health & Welfare Benefits, (	108,237	60,225	(48,012)
3402		Health & Welfare Benefits C	-	-	-
3501		State Unemployment Insura	7,200	9,600	2,400
3502		State Unemployment Insura	6,900	7,800	900
3601		Worker Compensation Insur	4,082	3,312	(770)
3602		Worker Compensation Insur	1,820	2,320	500
3701		OPEB benefits	-	-	-
3702		OPEB benefits	-	-	-
3901		Other Employee Benefits	-	-	-
3902		Other Employee Benefits Cla	-	-	-
3903		Other Employee Benefits	-	-	-
30XX		---	-	-	-
30XX		---	-	-	-
		TOTAL EMPLOYEE BENEFITS EXPESES	306,589	264,034	(42,554)
		TOTAL PAYROLL RELATED EXPENSES	1,290,280	1,180,025	(110,255)

4000 - BOOKS AND SUPPLIES				**2.0%**	
4100		Approved Textbooks and Co	12,000	5,000	(7,000)
4101		Curriculum Assessment and	-	-	-
4102		Supplemental Curriculum	-	-	-

4200		Books and Other Reference	500	321	(179)
4215		CSI Materials	-	-	-
4300		Materials and Supplies	21,030	7,000	(14,030)
4315		Classroom Materials and Su	160,049	70,000	(90,049)
4317		Student Testing Materials	-	-	-
4342		Materials for School Sponso	5,000	3,210	(1,790)
4400		Noncapitalized Equipment	1,000	642	(358)
4407		Student Educational Softwa	-	-	-
4410		Software and Software Licer	39,794	8,000	(31,794)
4430		Noncapitalized Student Equi	-	-	-
4440		Student Event Materials	-	-	-
4700		Food and Food Supplies	87,000	15,346	(71,654)
40XX		---	-	-	-
40XX		---	-	-	-
		TOTAL BOOKS AND SUPPLIES	326,373	109,518	(216,855)

5000 - SERVICES AND OTHER OPERATING EXPENSES				**2.0%**	
5100		Subagreements for Services	-	-	-
5200		Travel and Conferences	3,000	1,926	(1,074)
5206		Parking Expense	-	-	-
5210		Training and Development E	15,000	10,846	(4,154)
5300		Dues and Memberships	3,000	1,926	(1,074)
5400		Insurance	38,000	25,000	(13,000)
5450		Property Taxes	-	-	-
5500		Operation and Housekeepin	5,000	3,500	(1,500)
5502		Janitorial Services	65,000	41,725	(23,275)
5505		Student Transportation/Fiel	-	-	-
5600		Space Rental/Leases Expens	348,000	163,429	(184,571)
5601		Building Maintenance	87,000	40,000	(47,000)
5503		Security Locks and Keys	11,000	3,000	(8,000)
5504		Pest Control	-	-	-
5605		Equipment Rental/Lease Exp	16,000	5,000	(11,000)
5610		Equipment Repair	-	-	-
5621		Facilities Costs	-	-	-
5710		Transfer of Direct Costs	-	-	-
5800		Professional/Consulting Serv	120,000	40,000	(80,000)
5803		Banking and Payroll Service	-	-	-
5805		Legal Services	6,500	2,000	(4,500)
5806		Audit Services	-	-	-
5807		Legal Settlements	5,000	1,000	(4,000)
5809		Employee Tuition Reimburse	13,000	57,134	44,134
5810		Educational Consultants	28,172	15,000	(13,172)
5811		Student Transportation	2,500	1,605	(895)
5812		Other Student Activities	5,000	3,210	(1,790)
5813		Residential Placement	300,000	-	(300,000)
5815		Advertising/Recruiting	780	501	(279)

5820		Fundraising Expense	-	-	-
5825		School Pathways	-	-	-
5830		Field Trip Expenses	40,000	57,615	17,615
5836		Transportation Services	-	-	-
5842		Services Student Athletics	2,000	25,704	23,704
5850		Scholarships Awarded	-	-	-
5873		Financial Services	-	-	-
5874		Personnel Services	-	-	-
5875		District Oversight Fee	34,000	12,617	(21,383)
5877		IT Services	4,538	2,913	(1,625)
5885		Summer School Expenses	-	-	-
5890		Interest Expense/Fees	500	321	(179)
5891		Charter School Capital Fees	-	-	-
5892		ASB Activities Expense	-	-	-
5894		ASB Activities Expense	-	-	-
5899		CMO Management Fee Expe	700,000	350,000	(350,000)
5900		Communications (Tele., Inte	24,000	6,000	(18,000)
5901		Scholar Internet Reimburser	-	-	-
5998		Unallocated Credit Card Exp	-	-	-
5999		Expense Suspense	-	-	-
50XX		---	-	-	-
50XX		---	-		-
AL SERVICES AND OTHER OPERATING EXPENSES			1,876,990	871,970	(1,005,020)

6000 - CAPITAL OUTLAY				**2.0%**	
6900		Depreciation Expense	25,033	16,069	(8,964)
6901		Amortization Expense	-	-	-
60XX		---	-	-	-
60XX		---			-
TOTAL CAPITAL OUTLAY EXPENSES			25,033	16,069	(8,964)

7000 - OTHER OUTGOING				**2.0%**	
7000		Miscellaneous Expense	-	-	-
7141		Special Education Encroachr	-	-	-
7200		Other Transfer	-	-	-
7201		Write Off of Prior year asset	-	-	-
7299		All other Transfers	-	-	-
7310		Transfer of Indirect Costs	-	-	-
7438		Debt Service - Interest		-	-
7439		Debt Service Amortization	-	-	-
7619		Other Interfund Transfers ou	-	-	-
70XX		---		-	-
70XX		---			-
TOTAL OTHER OUTGOING EXPENSES			-	-	-
TOTAL NON-PAYROLL EXPENSES			2,228,396	997,558	(1,230,838)

TOTAL EXPENSES	3,518,675	2,177,583	(1,341,093)
NET INCOME	(227,657)	(81,854)	145,803

AIMS Middle 2026-2027

	CATEGORY	2025-2026 ACTUALS/FINAL BUDGET	2026-2027 INITIAL	VARIANCE	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
	TOTAL ENROLLMENT	143	90	(53)	90	90	90	90	90
	AVERAGE DAILY ATTENDANCE	135.0	85.0	(50.0)	85.0	85.0	85.0	85.0	85.0
REVENUE	State LCFF Revenue	1,923,506	1,261,669	(661,837)	$ 1,300,256	$ 1,343,702	$ 1,385,897	$ 1,430,938	$ 1,477,444
REVENUE	Federal Revenue	221,356	143,305	(78,051)	$ 147,633	$ 152,682	$ 157,736	$ 162,862	$ 168,155
REVENUE	Other State Revenue	1,045,397	625,524	(419,874)	$ 644,415	$ 666,454	$ 688,513	$ 710,890	$ 733,994
REVENUE	Local Revenue	100,759	65,231	(35,528)	$ 67,201	$ 69,499	$ 71,799	$ 74,133	$ 76,542
REVENUE	**TOTAL REVENUE**	**3,291,018**	**2,095,728**	**(1,195,290)**	**$ 2,159,504**	**$ 2,232,336**	**$ 2,303,945**	**$ 2,378,823**	**$ 2,456,135**
EXPENSES	Certificated Salaries	680,387	529,347	(151,040)	$ 538,915	$ 548,675	$ 566,836	$ 585,258	$ 604,279
EXPENSES	Classified Salaries	303,305	386,644	83,339	$ 392,092	$ 397,649	$ 410,811	$ 424,163	$ 437,948
EXPENSES	Benefits	306,589	264,034	(42,554)	$ 267,421	$ 270,390	$ 279,339	$ 288,418	$ 297,792
EXPENSES	*TOTAL PERSONNEL EXPENSES*	*1,290,280*	*1,180,025*	*(110,255)*	*$ 1,198,429*	*$ 1,216,714*	*$ 1,256,987*	*$ 1,297,839*	*$ 1,340,019*
EXPENSES	Books and Supplies	326,373	109,518	(216,855)	$ 111,709	$ 113,943	$ 116,222	$ 118,546	$ 120,917
EXPENSES	Services and Other Operating Expenses	1,876,990	871,970	(1,005,020)	$ 889,409	$ 907,198	$ 925,342	$ 943,848	$ 962,725
EXPENSES	Capital Outlay	25,033	16,069	(8,964)	$ 16,391	$ 16,718	$ 17,053	$ 17,394	$ 17,742
EXPENSES	Other Outgoing	-	-	-	$ -	$ -	$ -	$ -	$ -
EXPENSES	*TOTAL OTHER EXPENSES*	*2,228,396*	*997,558*	*(1,230,838)*	*$ 1,017,509*	*$ 1,037,859*	*$ 1,058,616*	*$ 1,079,788*	*$ 1,101,384*
EXPENSES	**TOTAL EXPENSES**	**3,518,675**	**2,177,583**	**(1,341,093)**	**$ 2,215,937**	**$ 2,254,572**	**$ 2,315,603**	**$ 2,377,627**	**$ 2,441,403**
SUMMARY	**SURPLUS\(DEFICIT)**	**(227,657)**	**(81,854)**	**145,803**	**(56,434)**	**(22,237)**	**(11,658)**	**1,196**	**14,732**
SUMMARY	*% of Expenses*	*-6.5%*	*-3.8%*		*-2.5%*	*-1.0%*	*-0.5%*	*0.1%*	*0.6%*
SUMMARY	BEGINNING FUND BALANCE	3,138,603	$ 2,910,945		$ 2,829,091	$ 2,772,657	$ 2,750,421	$ 2,738,763	$ 2,739,958
SUMMARY	**ENDING BALANCE**	**2,910,945**	**$ 2,829,091**		**$ 2,772,657**	**$ 2,750,421**	**$ 2,738,763**	**$ 2,739,958**	**$ 2,754,690**
SUMMARY	*% of Expenses*	*83%*	*129.9%*		*125.1%*	*122.0%*	*118.3%*	*115.2%*	*112.8%*
		-	-	-					