



AIMS K-12
COLLEGE PREP
CHARTER DISTRICT

AIMS K-12 College Prep Charter District

Regular Board Meeting

Date and Time

Thursday September 17, 2026 at 5:00 PM PDT

Location

Date:

Thursday, September 17, 2026

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=Mk9yUUdzRFdkVzBFMzIQeVVDUFIrUT09>

Meeting ID: 485 326 8122

Passcode: AIMS

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Irene Liang 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 Irene Liang at (510) 220-1730 at least 24 hours in advance** of any disability accommodations being needed in order to participate in the meeting.

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

171 12th Street, Oakland, CA 94607.

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

Join Zoom Meeting

<https://us06web.zoom.us/j/4853268122?pwd=4gHqT5LMMBpd9JOUo7Csr3oryJUa4F.1&omn=86975857738>

Meeting ID: 485 326 8122

Passcode: AIMS

Join by SIP

• 4853268122@zoomcrc.com

Join instructions

[https://us06web.zoom.us/meetings/86975857738/invitations?](https://us06web.zoom.us/meetings/86975857738/invitations?signature=CBDFfY7DGOa1aeGLvwZhSmjX53M__3FtzXFQFWNvnRY)

[signature=CBDFfY7DGOa1aeGLvwZhSmjX53M__3FtzXFQFWNvnRY](https://us06web.zoom.us/meetings/86975857738/invitations?signature=CBDFfY7DGOa1aeGLvwZhSmjX53M__3FtzXFQFWNvnRY)

Accessibility Notice

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs, activities, or public meetings. In compliance with the Americans with Disabilities Act (ADA) and applicable California law, individuals with disabilities who require reasonable accommodations or modifications to participate in an open and public meeting of the AIMS Board of Directors are encouraged to submit a request in advance of the meeting.

Irene Liang has been designated as the contact person for disability-related accommodation requests. Please contact Irene at (510) 220 - 1730 at least twenty-four (24) hours prior to the meeting to request accommodations needed to participate.

Agenda

	Purpose	Presenter	Time
I.	Opening Items		5:00 PM
A.	Call the Meeting to Order	Kimi Kean	1 m
B.	Record Attendance and Guests	Nixon Diaz	1 m

	Purpose	Presenter	Time
C. Adoption of Agenda		Kimi Kean	2 m
D. Public Comment on Agenda 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).**

E. Public Comment on Non-Agenda Items	Discuss	Kimi Kean	10 m
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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. Closed Session 5:24 PM

A. Safe Harbor Closed Session Topics	Discuss	LaResha Huffman	15 m
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PUBLIC EMPLOYEE

- Director of Maintenance and Operations
- Manager of Community Schools
- Director of Teaching and Learning
- Activities Coordinator (TSA)

Pursuant to Government Code 54957

B. PUBLIC EMPLOYEE PERSONNEL ACTION	Vote	LaResha Huffman	15 m
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J. Brown, Director of Compliance

Pursuant to Government Code 54957

C. CONFERENCE WITH LEGAL COUNSEL --			10 m
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ANTICIPATED LITIGATION - Section 54956.9:

(1 case)

	Purpose	Presenter	Time
III. Consent Agenda			6:04 PM
A. Minute Meeting Approval	Vote	Kimi Kean	1 m
B. Food Policy	Vote	Christina Jordan	5 m
IV. Reports			6:10 PM
A. Board Report	FYI	Kimi Kean	5 m
B. Superintendent Report	FYI	LaResha Huffman	10 m
• Interim Org Chart • Updates			
C. ACOE MOU Updates Reportwell/Epicenter Update	FYI	Nixon Diaz	10 m
V. Action Items			6:35 PM
A. AIPCS II - FY25-26 UAR Retroactive Submission	Vote	Andrew Shubert, CSMC	15 m
B. Prop 28 Annual Report	Vote	Andrew Shubert, CSMC	5 m
C. Resolution EPA for fiscal year 26-27	Vote	Andrew Shubert, CSMC	5 m
D. Coordinator of K-12 Instruction JD	Vote	LaResha Huffman	2 m
E. Manager of Teaching and Learning JD	Vote	LaResha Huffman	2 m
F. College and Career Success Teacher JD	Vote	Adria Banihashemi	2 m
G. Manager of Maintenance, Operations & Facilities JD	Vote	Nixon Diaz	2 m
H. Maintenance Coordinator JD	Vote	Nixon Diaz	2 m
VI. Closing Items			7:10 PM

	Purpose	Presenter	Time
A. Adjourn Meeting	Vote	Kimi Kean	1 m
B. Accessibility Notice		Irene Liang	
In compliance with the Americans with Disabilities Act (ADA) and applicable California law, requests for accommodations or modifications to participate in this meeting should be made to Irene Liang at (510)-220 1730 as soon as possible before the meeting			
C. Agenda Posting Certification		Irene Liang	
I, Irene Liang, hereby certify that the agenda for the September 17, 2026 Board Meeting was published on the AIMS website, www.aimsk12.org , on September 14, 2026.			
Certification of Posting			

Coversheet

Food Policy

Section:	III. Consent Agenda
Item:	B. Food Policy
Purpose:	Vote
Submitted by:	
Related Material:	AIMS Food purchase policy FY26.27.docx.pdf



FOOD AND MEAL PURCHASES

Food purchases using District funds must have a legitimate District business purpose and receive prior supervisor approval and be approved by the Director of Business Operations. Additionally, food is charged to “Materials and Supplies” in the budget, and there must be adequate available funding to approve your request.

Examples may include:

- Approved staff meetings or professional development
- District-sponsored events
- Board-approved or District-authorized activities
- Student activities
- Parent/community engagement events
- Other authorized District business

Food purchases should be reasonable based on the number of attendees and nature of the event (should not exceed \$105 a person), and there must be adequate budget available for the purchase.

Following the meeting or event, the employee responsible for the purchase must submit:

- Meeting/event agenda
- Complete sign-in/attendance sheet
- Itemized receipt
- Proof of payment, when applicable
- Appropriate budget/account information

If using a credit card, a request to use the card must be submitted and approved, and the credit card receipt must show all details of the purchase (items, tax, total) - only the total amount is not sufficient. Itemized receipts should be requested at the time of purchase, as they are required for audit support of the purchase. TIPS cannot be paid by AIMS, or included as part of the purchase.

Food purchases that were not pre-approved may be denied or become the responsibility of the employee who made the purchase.

Coversheet

Superintendent Report

Section:	IV. Reports
Item:	B. Superintendent Report
Purpose:	FYI
Submitted by:	
Related Material:	Superintendent Report, September 17, 2026.pdf

Superintendent Report

September 17, 2026

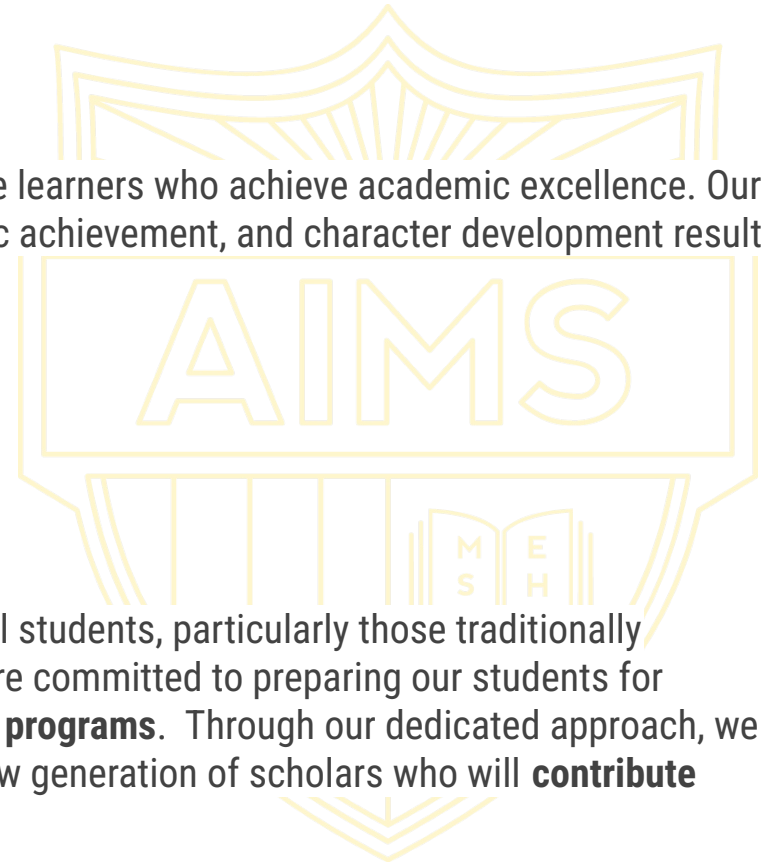


Mission

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success.

Vision

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



Welcoming Dr. Keisha Prier to the AIMS Board!



Dr. Keisha Prier is a transformational leader in public education with over 30 years of experience as a teacher, Principal, and District leader. She currently serves as the Chief Executive Officer/Superintendent of Richmond College Preparatory Schools, where she leads with a commitment to equity, academic excellence, and community empowerment.

Dr. Prier has held leadership roles at the school, county, and district levels, including Assistant Superintendent of Educational Services and Executive Director of K–12 Schools. Her expertise spans school transformation, instructional leadership, budget management, and strategic planning. She is known for her ability to drive systemic change, develop high-performing teams, and foster inclusive, student-centered school cultures. She is a passionate advocate for historically underserved communities,

Dr. Prier holds a Doctor of Education in Educational Leadership from Mills College, as well as multiple administrative and teaching credentials. She continues to serve as a mentor to aspiring leaders and is active in professional organizations focused on educational equity and leadership development.

Welcoming Dr. Toniesha D. Webb to the AIMS Board!



Dr. Toniesha D. Webb has served in education since 2009, beginning her career as a substitute teacher in Oakland. With over fifteen years of experience, she is deeply committed to expanding access and opportunity for students and families. Dr. Webb believes education is the greatest tool for transforming lives and communities and considers it her highest honor to serve students each day in pursuit of equity and excellence.

Welcome **Daceia Malone Slocum**, Director of Special Education/Student Services!

Daceia Malone Slocum brings over fifteen years of experience building student services systems and supporting children, families, and school communities across K–12 settings. She began her career coordinating wraparound services for youth and families involved in mental health, juvenile justice, and child welfare systems, work that shaped her belief that sustainable support for students starts with relationships, not just programs.

Over the course of her career, Daceia has moved from direct counseling and case management into district-level leadership, holding roles across community schools, operations, and student services in both Oakland Unified School District and Sausalito-Marin City School District. Most recently, she served as Director of Student Services and Special Education for Sausalito-Marin City School District, where she was a member of the Superintendent's Cabinet and led districtwide systems including discipline, Section 504, child welfare, coordinated intervention, and centralized enrollment. During her tenure, the district reduced student suspensions by more than half, resolved all pending special education litigation, and saw significant gains in academic achievement for students with disabilities.

Daceia holds a BA in Political Science with an emphasis in Social Science and Communications from the University of Southern California, an MS in Human Services Administration from Springfield College, and an MA in School Counseling from San Jose State University. She also holds a Preliminary Administrative Services Credential and a Pupil Personnel Services Credential in School Counseling, and is a Mental Health Rehabilitation Specialist. She is an intermediate Spanish speaker and is committed to building school communities where every student has access to the support they need to succeed. Outside of work, she enjoys traveling, reading, and spending time with family and friends.



Welcome **Elizabeth Henry**, Chief Academic Officer!



Elizabeth Henry has 29 years of experience in education as a Teacher, Instructional Coach, School Site and District Level Administrator, Program Manager and Central Office Director. She most recently worked for the Sausalito Marin City School District as the Director of Instruction. Prior to joining SMCS D, Elizabeth worked for the West Contra Costa Unified School District and the Oakland Unified School District.

Born and raised in San Francisco, she attended public schools which shaped her early commitment to disrupting inequities in the education system. She has a BA from UC Santa Cruz and a MA in Educational Leadership from UC Berkeley. She is married with two daughters.



Board of Directors



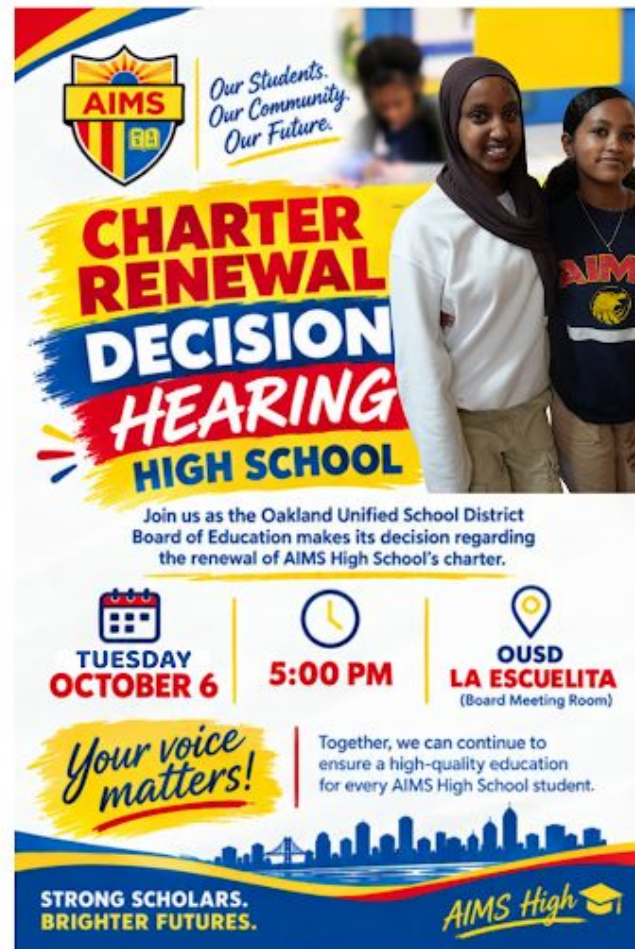
District Leadership



Communications

High School Charter Renewal Update

- Successfully completed Charter Renewal Public Hearing with strong participation from students, families, staff and community members.
- Completed campus visit with President Brouhard; focused on academics, student experiences, SpED, school culture and AIMS' future direction
- There will be a visit from Director VanCedric on September 24th at AIMS High.
- Preparing for Oct. 6 Charter Renewal Decision Hearing. Preparing presentation and attendance from students, families and staff for public comment.
- Implementing a community-focused outreach effort through newsletter, robocalls, class announcements, flyering.
- Coordinating transportation, food, supervision to promote participation/more accessible for AIMS families and students.



The poster features the AIMS logo at the top left, with the tagline "Our Students. Our Community. Our Future." to its right. Below the logo, the text "CHARTER RENEWAL DECISION HEARING HIGH SCHOOL" is prominently displayed in large, bold, colorful letters. To the right of this text is a photograph of two young women, one wearing a hijab and an AIMS sweatshirt. Below the main title, a paragraph states: "Join us as the Oakland Unified School District Board of Education makes its decision regarding the renewal of AIMS High School's charter." Below this, three icons represent the date, time, and location: a calendar icon for "TUESDAY OCTOBER 6", a clock icon for "5:00 PM", and a location pin icon for "OUSD LA ESCUELITA (Board Meeting Room)". A yellow brushstroke graphic contains the text "Your voice matters!". To the right of this, a quote reads: "Together, we can continue to ensure a high-quality education for every AIMS High School student." At the bottom, a silhouette of a city skyline is shown above the text "STRONG SCHOLARS. BRIGHTER FUTURES." and the "AIMS High" logo with a graduation cap icon.

AIMS
Our Students.
Our Community.
Our Future.

**CHARTER
RENEWAL
DECISION
HEARING
HIGH SCHOOL**

Join us as the Oakland Unified School District
Board of Education makes its decision regarding
the renewal of AIMS High School's charter.

**TUESDAY
OCTOBER 6**

5:00 PM

**OUSD
LA ESCUELITA**
(Board Meeting Room)

*Your voice
matters!*

Together, we can continue to
ensure a high-quality education
for every AIMS High School student.

**STRONG SCHOLARS.
BRIGHTER FUTURES.**

AIMS High



Thank you!



Coversheet

AIPCS II - FY25-26 UAR Retroactive Submission

Section:	V. Action Items
Item:	A. AIPCS II - FY25-26 UAR Retroactive Submission
Purpose:	Vote
Submitted by:	
Related Material:	2026-08-31 AIPCS II FY25-26 UAR v2.pdf 2026-07 AIMS High Actual to Budget.xlsx 2026-07 AIPCS II Actual to Budget.xlsx 2026-07 AIMS Financials.xlsx American Indian Model Schools_FY2027_July 2026.pptx

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 01 10017 0114363
American Indian Public Charter School II
Alameda County Office of Education

Charter School Certification - July 1, 2025 to June 30, 2026

County: Alameda

Charter Number: 0882

Note: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Name: Julia Xu	Name: Juwen Lam	Name: Andrew Schubert
Title: Director III - District Advisory Services	Title: Chief of Accountability Partnerships	Title: CSMC - Consultant
Telephone: 510-670-4195	Telephone: 510-670-4187	Telephone: 619-823-0672
Email address: jxu@acoe.org	Email address: juwenl@acoe.org	Email address: aschubert@csmc.com

To the Entity that Approved the Charter School:

2025–26 Charter School Unaudited Actuals Financial Report — Alternative Form:

- ☒ **(Selected)** This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Charter School Official:

Signature (Original Signature Required): _____

Date (MM/DD/YYYY): 09/03/2026

Printed Name: LaResha Huffman

Title: Superintendent

To the County Superintendent of Schools:

2025–26 Charter School Unaudited Actuals Financial Report — Alternative Form:

- ☒ **(Selected)** This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Authorized Representative of Charter Approving Entity:

Signature (Original Signature Required): _____

Date (MM/DD/YYYY):

Printed Name: Juwen Lam

Title: Chief of Accountability Partnerships

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 01 10017 0114363
American Indian Public Charter School II
Alameda County Office of Education

To the Superintendent of Public Instruction:

2025–26 Charter School Unaudited Actuals Financial Report — Alternative Form:

- ☐ (Unselected) This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

County Superintendent/Designee:

Signature (*Original Signature Required*): _____

Date (MM/DD/YYYY): _____

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 01 10017 0114363
American Indian Public Charter School II
Alameda County Office of Education

Alternative Form - July 1, 2025 to June 30, 2026

County: Alameda

Charter Number: 0882

This charter school uses the following basis of accounting: (Select one)

(X) (Selected) Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900–6920, 7438, 9400–9489, 9660–9669, 9796, and 9797)

() (Unselected) Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100–6170, 6200–6700, 7438, 7439, and 9711–9789)

Description	Object Codes	Unrestricted	Restricted	Total
A. Revenues				
1. Local Control Funding Formula (LCFF) Sources	-	-	-	-
State Aid - Current Year	8011	3,556,100.00	-	3,556,100.00
Education Protection Account State Aid - Current Year	8012	1,488,807.00	-	1,488,807.00
State Aid - Prior Years	8019	28,906.00	-	28,906.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,018,207.00	-	2,018,207.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		7,092,020.00	0.00	7,092,020.00
2. Federal Revenues (See note in Section L)	-	-	-	-
Every Student Succeeds Act	8290	-	277,005.00	277,005.00
Special Education - Federal	8181, 8182	-	106,670.00	106,670.00
Child Nutrition - Federal	8220	-	319,557.90	319,557.90
Donated Food Commodities	8221	-		0.00
Other Federal Revenues	8110, 8260–8299		156,797.25	156,797.25
Total, Federal Revenues		0.00	860,030.15	860,030.15
3. Other State Revenues (StateRev)	-	-	-	-
Special Education (SE) - State	StateRevSE	-	531,747.00	531,747.00
All Other (AO) State Revenues	StateRevAO	107,502.04	3,142,704.90	3,250,206.94
Total, Other State Revenues		107,502.04	3,674,451.90	3,781,953.94
4. Other Local Revenues (LocalRev)	-	-	-	-
All Other Local Revenues	LocalRevAO	225,625.17	185,190.52	410,815.69
Total, Local Revenues		225,625.17	185,190.52	410,815.69
5. Total Revenues		7,425,147.21	4,719,672.57	12,144,819.78
B. Expenditures (See note in Section L)				
1. Certificated Salaries	-	-	-	-
Certificated Teachers' Salaries	1100	1,545,504.05	180,893.64	1,726,397.69
Certificated Pupil Support Salaries	1200	69,908.63	46,797.15	116,705.78

2025–26 Unaudited Actuals
Charter School Alternative Form

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CDS 01 10017 0114363
American Indian Public Charter School II
Alameda County Office of Education

Description	Object Codes	Unrestricted	Restricted	Total
Certificated Supervisors' and Administrators' Salaries	1300	86,163.72	60,413.98	146,577.70
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		1,701,576.40	288,104.77	1,989,681.17
2. Noncertificated Salaries	-	-	-	-
Noncertificated Instructional Salaries	2100	170,633.43	1,332,213.05	1,502,846.48
Noncertificated Support Salaries	2200	83,972.14	157,017.33	240,989.47
Noncertificated Supervisors' and Administrators' Salaries	2300	159,562.38	87,750.75	247,313.13
Clerical, Technical and Office Salaries	2400	106,680.39	154,098.10	260,778.49
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		520,848.34	1,731,079.23	2,251,927.57
3. Employee Benefits	-	-	-	-
State Teachers' Retirement System (STRS)	3101–3102			0.00
Public Employees' Retirement System (PERS)	3201–3202	158,748.08	211,911.75	370,659.83
Social Security Taxes (OASDI)/Medicare/Alternative	3301–3302	170,290.07	151,280.26	321,570.33
Health and Welfare Benefits	3401–3402	319,301.39	75,328.36	394,629.75
Unemployment Insurance	3501–3502	18,364.79	29,271.21	47,636.00
Workers' Compensation Insurance	3601–3602	38,770.52	1,509.32	40,279.84
Postemployment Benefits Other Than Pension (OPEB), Allocated	3701–3702			0.00
OPEB, Active Employees	3751–3752			0.00
Other Employee Benefits	3901–3902	2,682.72	500.34	3,183.06
Total, Employee Benefits		708,157.57	469,801.24	1,177,958.81
4. Books and Supplies	-	-	-	-
Approved Textbooks and Core Curricula Materials	4100		180,340.16	180,340.16
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	105,276.95	223,298.13	328,575.08
Noncapitalized Equipment	4400	77,938.97	18,539.49	96,478.46
Food	4700		340,659.63	340,659.63
Total, Books and Supplies		183,215.92	762,837.41	946,053.33
5. Services and Other Operating Expenditures	-	-	-	-
Subagreements for Services	5100			0.00
Travel and Conferences	5200	7,347.05	44,935.56	52,282.61
Dues and Memberships	5300	20,476.70	22,319.70	42,796.40
Insurance	5400	95,723.96		95,723.96
Operations and Housekeeping Services	5500	407,897.30		407,897.30
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	314,463.76	11,567.25	326,031.01
Transfers of Direct Costs	5700–5799			0.00

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Alameda County Office of Education

Description	Object Codes	Unrestricted	Restricted	Total
Professional/Consulting Services and Operating Expenditures	5800	2,290,347.38	1,766,878.02	4,057,225.40
Communications	5900	64,874.36	424.00	65,298.36
Total, Services and Other Operating Expenditures		3,201,130.51	1,846,124.53	5,047,255.04
6. Capital Outlay (Objects 6100–6170, 6200–6700 modified accrual basis only)	-	-	-	-
Land and Land Improvements	6100–6170	-	-	0.00
Buildings and Improvements of Buildings	6200	-	-	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	0.00
Equipment	6400	-	-	0.00
Equipment Replacement	6500	-	-	0.00
Lease Assets	6600	-	-	0.00
Subscription Assets	6700	-	-	0.00
Depreciation Expense (Accrual basis only)	6900	152,540.28		152,540.28
Amortization Expense - Lease Assets (Accrual basis only)	6910			0.00
Amortization Expense - Subscription Assets (Accrual basis only)	6920			0.00
Total, Capital Outlay		152,540.28	0.00	152,540.28
7. Other Outgo	-	-	-	-
Tuition to Other Schools	7110–7143			0.00
Transfers of Pass-Through Revenues to Other Local Educational Agencies (LEAs)	7211–7213			0.00
Transfers of Apportionments to Other LEAs - Special Education	7221–7223SE	-		0.00
Transfers of Apportionments to Other LEAs - All Other	7221–7223AO			0.00
All Other Transfers	7281–7299			0.00
Transfers of Indirect Costs	7300–7399	(15,050.04)	15,050.04	0.00
Debt Service:	-	-	-	-
Interest	7438	293,093.32		293,093.32
Principal (For modified accrual basis only)	7439	-	-	0.00
Total Debt Service		293,093.32	0.00	293,093.32
Total, Other Outgo		278,043.28	15,050.04	293,093.32
8. Total Expenditures		6,745,512.30	5,112,997.22	11,858,509.52
C. Excess (Deficiency) of Revenues over Expenditures before Other Financing Sources and Uses (A5 - B8)		679,634.91	(393,324.65)	286,310.26
D. Other Financing Sources/Uses				
1. Other Sources	8930–8979			0.00
2. Less: Other Uses	7630–7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980–8999	(398,418.05)	398,418.05	0.00

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Description	Object Codes	Unrestricted	Restricted	Total
4. Total Other Financing Sources/Uses		(398,418.05)	398,418.05	0.00
E. Net Increase (Decrease) in Fund Balance/Net Position (C + D4)		281,216.86	5,093.40	286,310.26
F. Fund Balance/Net Position				
1. Beginning Fund Balance/Net Position	-	-	-	-
a. As of July 1	9791	5,579,054.97	342,526.00	5,921,580.97
b. Adjustments/Restatements	9793, 9795	494,218.87		494,218.87
c. Adjusted Beginning Fund Balance/Net Position		6,073,273.84	342,526.00	6,415,799.84
2. Ending Fund Balance/Net Position, June 30 (E + F1c)		6,354,490.70	347,619.40	6,702,110.10
Components of Ending Fund Balance (Modified Accrual Basis only)	-	-	-	-
a. Nonspendable	-	-	-	-
1. Revolving Cash (equals Object 9130)	9711	-	-	0.00
2. Stores (equals Object 9320)	9712	-	-	0.00
3. Prepaid Expenditures (equals Object 9330)	9713	-	-	0.00
4. All Others	9719	-	-	0.00
b. Restricted	9740	-	-	0.00
c. Committed	-	-	-	-
1. Stabilization Arrangements	9750	-	-	0.00
2. Other Commitments	9760	-	-	0.00
d. Assigned	9780	-	-	0.00
e. Unassigned/Unappropriated	-	-	-	-
1. Reserve for Economic Uncertainties	9789	-	-	0.00
2. Unassigned/Unappropriated Amount	9790M	-	-	0.00
3. Components of Ending Net Position (Accrual Basis only)	-	-	-	-
a. Net Investment in Capital Assets	9796	0.00		0.00
b. Restricted Net Position	9797	-	347,619.40	347,619.40
c. Unrestricted Net Position	9790A	6,354,490.70	0.00	6,354,490.70
G. Assets				
1. Cash	-	-	-	-
a. In County Treasury	9110			0.00
b. Fair Value Adjustment to Cash in County Treasury	9111			0.00
c. In Banks	9120	5,194,120.99	1,521,519.87	6,715,640.86
d. In Revolving Fund	9130			0.00
e. With Fiscal Agent/Trustee	9135			0.00
f. Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	192,206.28		192,206.28

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 01 10017 0114363
American Indian Public Charter School II
Alameda County Office of Education

Description	Object Codes	Unrestricted	Restricted	Total
4. Due from Grantor Governments	9290	1,982,827.54		1,982,827.54
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	1,801.23		1,801.23
7. Other Current Assets	9340	516,781.98		516,781.98
8. Lease Receivable	9380			0.00
9. Capital Assets (accrual basis only)	9400–9489	6,813,660.15		6,813,660.15
10. Total, Assets		14,701,398.17	1,521,519.87	16,222,918.04
H. Deferred Outflows of Resources				
1. Deferred Outflows of Resources	9490			0.00
2. Total, Deferred Outflows		0.00	0.00	0.00
I. Liabilities				
1. Accounts Payable	9500	234,162.83		234,162.83
2. Due to Grantor Governments	9590	294,770.61		294,770.61
3. Current Loans	9640	7,806,316.00		7,806,316.00
4. Unearned Revenue	9650		1,173,900.47	1,173,900.47
5. Long-Term Liabilities (accrual basis only)	9660–9669	11,658.03		11,658.03
6. Total, Liabilities		8,346,907.47	1,173,900.47	9,520,807.94
J. Deferred Inflows of Resources				
1. Deferred Inflows of Resources	9690			0.00
2. Total, Deferred Inflows		0.00	0.00	0.00
K. Fund Balance/Net Position				
Ending Fund Balance/Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		6,354,490.70	347,619.40	6,702,110.10

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 01 10017 0114363
American Indian Public Charter School II
Alameda County Office of Education

L. Federal Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Requirement - July 1, 2025 to June 30, 2026

County: Alameda

Charter Number: 0882

Note: If your charter school received federal funding, as reported in Section A2, the following additional information must be provided in order for the CDE to calculate compliance with the Federal ESSA MOE Requirement:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "None")	Capital Outlay (\$)	Debt Service (\$)	Total
a. None	0.00	0.00	0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
Total Federal Revenues Used for Capital Outlay and Debt Service	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Expenditures	Object Codes	Amount (\$) (Enter "0.00" if none)
a. Certificated Salaries	1000–1999	0.00
b. Noncertificated Salaries	2000–2999	0.00
c. Employee Benefits	3000–3999	0.00
d. Books and Supplies	4000–4999	0.00
e. Services and Other Operating Expenditures	5000–5999	0.00
Total Community Services Expenditures		0.00

2025–26 Unaudited Actuals
Charter School Alternative Form

Form ALT

CDS 01 10017 0114363
American Indian Public Charter School II
Alameda County Office of Education

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Date of Presidential Disaster Declaration (MM/DD/YYYY)	Brief Description (If no amounts, indicate "None")	Amount (\$)
a.	None	0.00
b.		
c.		
d.		
Total Supplemental Expenditures (Should not be Negative)		0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2024–25 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2027–28.

Description	Amount (\$)
a. Total Expenditures (B8)	11,858,509.52
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	860,030.15
c. Subtotal of State & Local Expenditures [a minus b]	10,998,479.37
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600, 6700, 6910 and 6920]	445,633.60
f. Less Supplemental Expenditures made as the result of a Presidentially Declared Disaster	0.00
Total State & Local Expenditures Subject to MOE [c minus d minus e minus f]	10,552,845.77

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](#):

2026-07 AIMS High Actual to Budget.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

2026-07 AIPCS II Actual to Budget.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

2026-07 AIMS Financials.xlsx



Financials through Jul 31, 2026

Monthly Financial Board Report

Prepared for: American Indian Model Schools

Prepared by School's CSMC SBM - Miles Denniston



Financial Summary - Consolidated

Actual to Budget:
This report is as of Jul 31, 2026, compared against our initial board approved budget in June 2026 based on an enrollment of 1,038 students and an ADA of 993.8.
YTD Revenues through Jul 31, 2026, are \$72,371 or 90.8% (\$711,811.13) under our current budget. All revenue sources are trending under budget due to a timing variance in receiving all expected July funds (LCFF, ILPT). The only exception is the receipt of state SPED funds that were received on time in the month. I expect this timing variance to exist in some capacity throughout the year until the end of the year when all funds are trued-up and accounted for.
YTD Expenses through Jul 31, 2026, are \$1,668,912 or 0.7% (\$12,584.48) under our current budget. - Total payroll related expenses are \$334k over budget. This is due to greater than expected salaries that were paid due to new hires that were not accounted for under prior administration. Remember, this budget was adopted back in late May/early June, and a lot of payroll changes have taken place since then. - Books and supplies (4000s level expenses) are \$34k over budget. It is important to note that a bulk of spending here happens towards the beginning of the fiscal year, as the school is preparing to welcome back new students. Expenditures being over at present are not a huge concern; but if spending does not slow down as we anticipate it will throughout the year, changes will need to be made. - Other services (5000s level expenses) are \$589k under budget. We will continue to monitor expenses throughout the fiscal year in categories such as professional consultants and non employee substitutes – two large categories that drove overspend in the last fiscal year.
Therefore, net deficit is (\$1,596,541). I will point out however that deficit spending is quite common until the later part of the fiscal year when revenue sources are able to be recognized and more funds are received in a timely manner.
Balance Sheet:
As of Jul 31, 2026, we had total cash of \$11,842,877, short-term liabilities of \$3,845,329, and long-term liabilities of \$8,081,126. The ending fund balance is \$8,865,122. Total cash increased by \$895k in the month of July, mainly driven by an increase in AR of \$2.344mil for revenue sources that were not received in July. This is countered by expenses exceeding revenues by \$1.597mil as a result of the revenue not being received.

Understanding the Financial Health of the Organization

The chart below explains some of the parameters that the school’s leadership can evaluate to understand their financial health, and potential areas of weakness.

Cash Ratio		
Ability to meet short-term obligations with cash		
	Current:	Target:
	308.0%	> 100.0 %
Formula: (Cash) / (Current Liabilities)		

Current Ratio (Liquidity)		
Ability to pay short-term obligations		
	Current:	Target:
	3.4	> 1.0
Formula: (Current Assets) / (Current Liabilities)		

Defensive Interval		
Months of continued operation without incoming funds		
	Current:	Target:
	6.0	> 3 months
Formula: (Cash + Securities + AR)/(Average Expenses for Past 12 Months)		

Actual to Budget Summary

FY 2026-2027, July - July

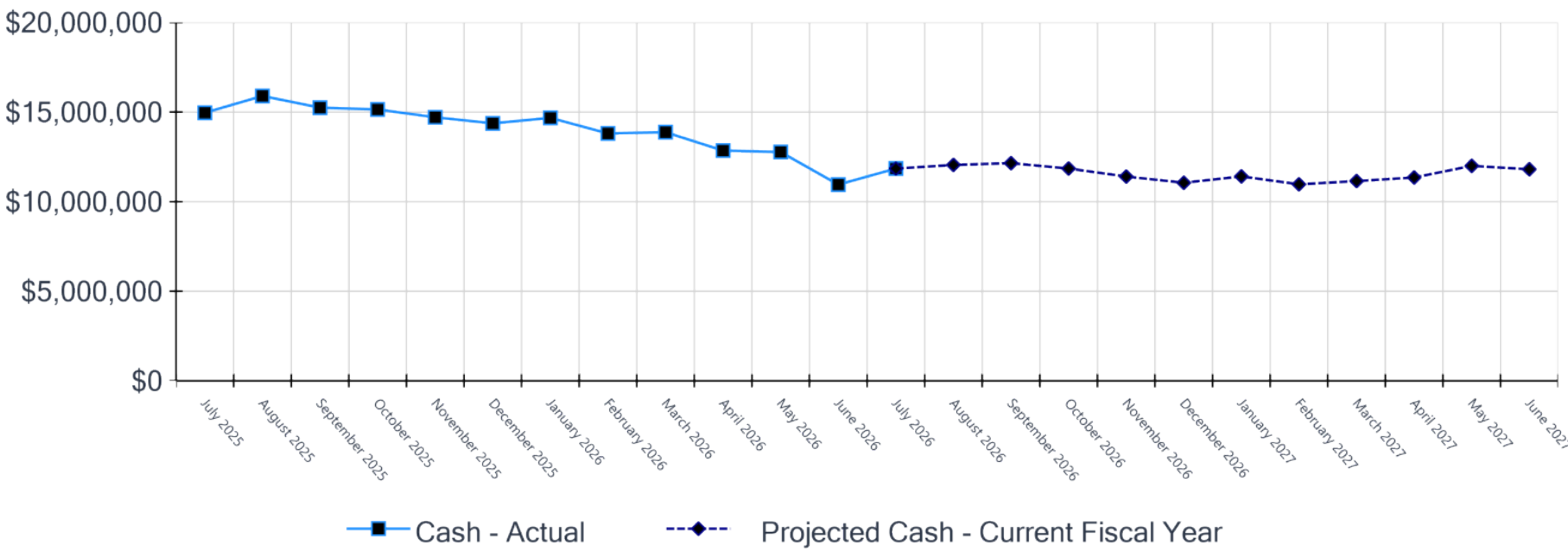
	July - Last Closed			2026-2027		
Account Description	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF Revenue	-	\$632,798	(\$632,798)	\$15,489,889	0.0%	\$15,489,889
Federal Revenue	-	\$12,857	(\$12,857)	\$1,362,247	0.0%	\$1,362,247
State Revenue	\$72,371	\$133,496	(\$61,125)	\$6,062,032	1.2%	\$5,989,661
Local Revenue	-	\$5,032	(\$5,032)	\$223,550	0.0%	\$223,550
Total Revenue	\$72,371	\$784,182	(\$711,811)	\$23,137,718	0.3%	\$23,065,347
Benefits	\$264,659	\$164,474	(\$100,185)	\$2,432,865	10.9%	\$2,168,205
Classified Salaries	\$318,515	\$262,962	(\$55,553)	\$4,150,951	7.7%	\$3,832,436
Certificated Salaries	\$245,075	\$66,841	(\$178,234)	\$4,669,993	5.2%	\$4,424,918
Total Personnel Expenses	\$828,250	\$494,277	(\$333,973)	\$11,253,809	7.4%	\$10,425,559
Other Outgo	\$31,551	-	(\$31,551)	-	3,155,053.0%	(\$31,551)
Capital Outlay	\$209,547	\$32,402	(\$177,145)	\$388,822	53.9%	\$179,275
Services	\$327,668	\$916,649	\$588,981	\$9,097,207	3.6%	\$8,769,539
Books and Supplies	\$271,897	\$238,168	(\$33,728)	\$1,543,642	17.6%	\$1,271,745
Total Operational Expenses	\$840,663	\$1,187,220	\$346,557	\$11,029,671	7.6%	\$10,189,008
Total Expenses	\$1,668,912	\$1,681,497	\$12,584	\$22,283,480	7.5%	\$20,614,567
Net Income	(\$1,596,541)	(\$897,315)	(\$699,227)	\$854,238	-186.9%	\$2,450,780

Revenue
\$72,371
Expenses
\$1,668,912
Surplus / (Deficit)
(\$1,596,541)

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in revenue in a timely manner and that you stay within board approved expenditure levels.

Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2025	\$14,958,863.38	Actual
August 2025	\$15,894,556.45	Actual
September 2025	\$15,243,394.83	Actual
October 2025	\$15,141,697.52	Actual
November 2025	\$14,705,729.25	Actual
December 2025	\$14,366,076.20	Actual
January 2026	\$14,673,580.94	Actual
February 2026	\$13,802,940.93	Actual
March 2026	\$13,871,693.63	Actual
April 2026	\$12,844,797.15	Actual
May 2026	\$12,764,653.23	Actual
June 2026	\$10,947,879.49	Actual

	Cash Amount	Actual or Projected
July 2026	\$11,842,877.10	Actual
August 2026	\$12,045,446.52	Projected
September 2026	\$12,144,004.66	Projected
October 2026	\$11,844,544.08	Projected
November 2026	\$11,397,885.34	Projected
December 2026	\$11,050,664.48	Projected
January 2027	\$11,405,664.06	Projected
February 2027	\$10,963,181.24	Projected
March 2027	\$11,145,767.13	Projected
April 2027	\$11,344,550.63	Projected
May 2027	\$11,994,784.10	Projected
June 2027	\$11,802,117.92	Projected

Balance Sheet Summary FY 2026-2027 - July

Assets	
Current Assets	
Accounts Receivable	\$1,390,170
Cash and Cash Equivalents	\$11,842,877
Employee Advances	\$5,752
Total Current Assets	\$13,238,799
Fixed Assets	
Accumulated Depreciation	(\$3,690,391)
Fixed Assets	\$10,716,845
Total Fixed Assets	\$7,026,454
Other Assets	
Other Assets	\$526,324
Total Other Assets	\$526,324
Total Assets	\$20,791,577

Liabilities and Net Assets	
Short-term Liabilities	
Accounts Payable	\$288,948
Accrued Liabilities	\$1,097,563
Other Short Term Liability	\$2,458,818
Total Short-term Liabilities	\$3,845,329
Long-term Liabilities	
Other Liabilities	\$8,081,126
Total Long-term Liabilities	\$8,081,126
Total Liabilities	\$11,926,455
Total Unrestricted Net Assets	\$10,000,406
Total Restricted Net Assets	\$461,258
Total Net Increase/(Decrease) in Net Assets	(\$1,596,541)
Total Net Assets	\$8,865,122
Total Liabilities and Net Assets	\$20,791,577

Liquidity Ratio

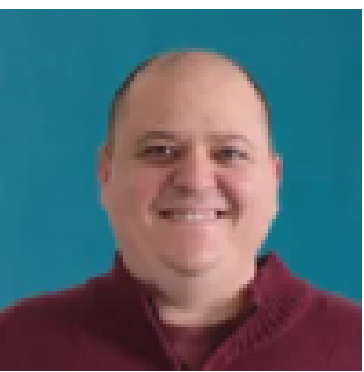
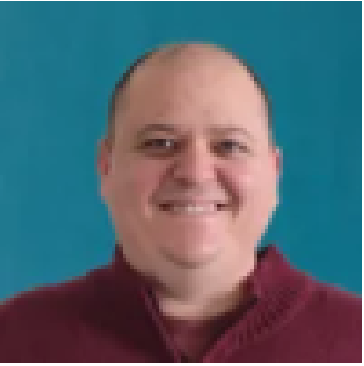
3.4

The balance sheet displays all of the school’s assets and the school’s obligations (‘liabilities’) at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

CSMC Charter School Support Team

	Kristin Nowak Executive VP of Strategic Management knowak@csmci.com
	Aaron Guibord Executive VP of Operations aguibord@csmci.com
	Josh Eng VP of School Business Management jeng@csmci.com

	Susan Lefkowitz Regional SBM Director slefkowitz@csmci.com
	Miles Denniston School Business Manager mdenniston@csmci.com

	Peter Balfour Divisional Director pbalfour@csmci.com
	Peter Balfour Account Manager pbalfour@csmci.com
	Suzanne DeMartini Associate AM sdemartini@csmci.com



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43460 Ridge Park Dr., Ste. 100
Temecula, Ca 92590

Report created on 9/14/2026 4:08:11 PM for American Indian Model
Schools

Coversheet

Prop 28 Annual Report

Section:	V. Action Items
Item:	B. Prop 28 Annual Report
Purpose:	Vote
Submitted by:	
Related Material:	Prop 28 FY25-26 Annual Report_AIMS High completed.pdf Prop 28 FY25-26 Annual Report_AIPCS I MS Completed.pdf Prop 28 FY25-26 Annual Report_AIPCS II Completed.pdf

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name:

AIMS College Prep High

CDS Code:

Auto Filled

Charter School Number:

Auto Filled

Allocation Year:

2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2025-2026 school year, AIMS College Prep High School used Prop 28 funds to fund a Art Teacher

2. Number of full-time equivalent teachers (certificated).

1

3. Number of full-time equivalent personnel (classified).

0

4. Number of full-time equivalent teaching aides.

0

5. Number of students served.

393

6. Number of school sites providing arts education.

3

Date of Approval by Governing Board/Body

09/17/2026

Annual Report Data URL

<https://aimsk12.org/reports>

Completed By

Christina Jordan

Title

Director of Business Operations

Email

christina.jordan@aimsk12.org

Telephone

(415) 500-1326

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: AIMS College Prep Middle
 CDS Code: 01-61259-6113807
 Charter School Number: 106
 Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2025-2026 school year, AIMS College Prep Middle School used Prop 28 funds to enhance access to arts and music education by including a Music & Dance instruction through vendor Destiny Arts throughout the year for all students

2. Number of full-time equivalent teachers (certificated).

0

3. Number of full-time equivalent personnel (classified).

0

4. Number of full-time equivalent teaching aides.

0

5. Number of students served.

126

6. Number of school sites providing arts education.

1

Date of Approval by Governing Board/Body

9/17/2026

Annual Report Data URL

<https://aimsk12.org/reports>

Completed By

Christina Jordan

Title

Director of Business Operations

Email

christina.jordan@aimsk12.org

Telephone

(415) 500-1326

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name:

CDS Code: Auto Filled

Charter School Number: Auto Filled

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

In the 2025-2026 school year, AIMS College Prep School II used Prop 28 funds to enhance access to arts and music education by including a Music & Dance instruction through vendor Destiny Arts throughout the year for all students

2. Number of full-time equivalent teachers (certificated).

3. Number of full-time equivalent personnel (classified).

4. Number of full-time equivalent teaching aides.

5. Number of students served.

6. Number of school sites providing arts education.

Date of Approval by Governing Board/Body

Annual Report Data URL

Completed By

Title

Email

Telephone

Coversheet

Resolution EPA for fiscal year 26-27

Section:	V. Action Items
Item:	C. Resolution EPA for fiscal year 26-27
Purpose:	Vote
Submitted by:	
Related Material:	AIMS High EPA Resolution FY26-27.docx AIMS Middle EPA Resolution FY26-27.docx AIPCS II EPA Resolution FY26-27.docx

2025-26 and 2026-27 Education Protection Account (EPA)

RESOLUTION OF THE GOVERNING BOARD OF

AIMS College Prep High

BACKGROUND:

The voter's approved Proposition 30, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 30 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. There are several requirements for spending determination, disclosing and reporting on the use of the EPA funds. The board of directors must determine the use of the EPA funds in an open session of a public meeting through the attached resolution.

The EPA funds must be accounted for separately and not used for administrative costs. Increased cash management planning and analysis should also be emphasized with the establishment of the EPA due to the timing of revenues received. Additionally, the charter is required to annually report on their website an accounting of the EPA funds received and how those funds were spent. The budget implication is additional revenue that cannot be spent on administrative expense.

ACTION:

BE IT RESOLVED that the Education Protection Account funds to be received by AIMS College Prep High.

In 2026-27 the school is estimating to receive approximately \$1,089,268 in Education Protection Account (EPA) Funding. These funds will be used on Certificated Teacher Salaries, thus solely for instructional, non-administrative expenses.

In 2025-26 the school received approximately \$1,481,815 in Education Protection Account (EPA) Funding. These funds were spent on certificated teacher salaries and instructional support staff.

PASSED AND ADOPTED at a meeting of the Board of Directors of AIMS College Prep High.

2025-26 and 2026-27 Education Protection Account (EPA)

RESOLUTION OF THE GOVERNING BOARD OF

AIMS College Prep Middle

BACKGROUND:

The voter's approved Proposition 30, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 30 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. There are several requirements for spending determination, disclosing and reporting on the use of the EPA funds. The board of directors must determine the use of the EPA funds in an open session of a public meeting through the attached resolution.

The EPA funds must be accounted for separately and not used for administrative costs. Increased cash management planning and analysis should also be emphasized with the establishment of the EPA due to the timing of revenues received. Additionally, the charter is required to annually report on their website an accounting of the EPA funds received and how those funds were spent. The budget implication is additional revenue that cannot be spent on administrative expense.

ACTION:

BE IT RESOLVED that the Education Protection Account funds to be received by AIMS College Prep Middle.

In 2026-27 the school will be receiving \$0 in Education Protection Account (EPA) Funding. This is due to the consolidation of the school into AIPCS II.

In 2025-26 the school received approximately \$397,358 in Education Protection Account (EPA) Funding. These funds were spent on certificated teacher salaries and instructional support staff.

PASSED AND ADOPTED at a meeting of the Board of Directors of AIMS College Prep Middle.

2025-26 and 2026-27 Education Protection Account (EPA)

RESOLUTION OF THE GOVERNING BOARD OF

American Indian Public Charter School II

BACKGROUND:

The voter's approved Proposition 30, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 30 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. There are several requirements for spending determination, disclosing and reporting on the use of the EPA funds. The board of directors must determine the use of the EPA funds in an open session of a public meeting through the attached resolution.

The EPA funds must be accounted for separately and not used for administrative costs. Increased cash management planning and analysis should also be emphasized with the establishment of the EPA due to the timing of revenues received. Additionally, the charter is required to annually report on their website an accounting of the EPA funds received and how those funds were spent. The budget implication is additional revenue that cannot be spent on administrative expense.

ACTION:

BE IT RESOLVED that the Education Protection Account funds to be received by American Indian Public Charter School II.

In 2026-27 the school is estimating to receive approximately \$1,744,659 in Education Protection Account (EPA) Funding. These funds will be used on Certificated Teacher Salaries, thus solely for instructional, non-administrative expenses.

In 2025-26 the school received approximately \$1,488,807 in Education Protection Account (EPA) Funding. These funds were spent on certificated teacher salaries and instructional support staff.

PASSED AND ADOPTED at a meeting of the Board of Directors of American Indian Public Charter School II.

Coversheet

Coordinator of K-12 Instruction JD

Section:	V. Action Items
Item:	D. Coordinator of K-12 Instruction JD
Purpose:	Vote
Submitted by:	
Related Material:	Board Submission Cover Letter 26-27-4.pdf Coordinator of K–12 Teaching and Learning.pdf

AIMS K-12 College Prep Charter District

Board Submission Cover Letter



Submitter Information

Full Name:

Position/Title:

Department:

Item Details:

Title of Item:

Item Session: Open
 Closed

Is this item a: New Submission
 Renewal
 Revision

If revision - Please summarize any changes from the previous submission:

Approvals:

Has this item been reviewed and approved:

Superintendent
 Director of Business Operations (Finance)
 Director of HR/Compliance
 Other/No/Not Applicable

Approvers Signature:

Committee Review:

Has this item been through the appropriate committee review process?

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

No 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:

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

Title: Coordinator of K–12 Teaching and Learning

Category: Classified

Work Year: 12 Months

Employment Type: Full Time

Salary: \$77,314.65-\$110,521.51

FLSA: Non-Exempt

Supervisor: Chief Academic Officer or Designee

Position Summary:

Under the direction of the Chief Academic Officer (CAO), the Coordinator of K–12 Teaching and Learning serves as a district-wide instructional leader responsible for strengthening teaching and learning across AIMS K–12 schools.

The Coordinator provides direct instructional support to teachers and school leaders through learning walks, classroom observations, coaching, professional development, professional learning communities (PLCs), data analysis, curriculum support, and instructional planning. The Coordinator works closely with Heads of School, leadership teams, department heads, teacher leaders, and academic staff to ensure consistent implementation of high-quality, standards-aligned instruction across all grade levels and content areas.

The Coordinator brings strong knowledge of K–12 curriculum and instruction, with particular expertise in early literacy, literacy, mathematics, assessment, data-informed instruction, and college and career readiness. The Coordinator supports instructional coherence from Transitional Kindergarten (TK) through Grade 12 and helps ensure students experience a rigorous, engaging, and developmentally appropriate academic program throughout their AIMS journey.

The Coordinator will play a key role in supporting the expansion of TK, strengthening early literacy and foundational skills, improving literacy and mathematics outcomes, expanding college and career pathways, and ensuring that instructional practices prepare students for success in A-G coursework, college, career, and postsecondary opportunities.

The ideal candidate is an experienced educator and instructional leader who is highly visible in schools, builds strong relationships with teachers, uses data to drive decisions, and can translate research-based instructional practices into meaningful classroom implementation.

REPRESENTATIVE DUTIES:

ESSENTIAL JOB DUTIES:

Instructional Leadership and Learning Walks

- Conduct regular K–12 learning walks and classroom visits across AIMS schools.

- Develop and maintain a consistent learning walk process focused on instructional quality, student engagement, rigor, differentiation, academic discourse, and evidence of student learning.
- Identify trends and patterns across classrooms, grade levels, departments, and schools.
- Provide timely, actionable, and supportive feedback to teachers and school leaders.
- Collaborate with Heads of School and leadership teams to identify instructional strengths and areas for improvement.
- Use learning walk findings to inform professional development, coaching, curriculum support, and instructional priorities.
- Monitor implementation of district-wide instructional expectations and initiatives.
- Support the development of a strong culture of continuous instructional improvement.
- Ensure learning walks are used as a growth and improvement tool rather than solely as an evaluative process.
- Regularly communicate instructional trends, successes, and areas of need to the CAO.

Teacher Coaching and Instructional Support

- Provide individual and team-based instructional coaching to teachers across TK–12.
- Develop coaching cycles based on student data, classroom observations, teacher needs, and district instructional priorities.
- Support teachers with lesson planning, instructional design, differentiation, questioning, student engagement, classroom discourse, and assessment.
- Model high-quality instructional practices and, when appropriate, conduct demonstration lessons.
- Support teachers in analyzing student work and adjusting instruction based on evidence of student learning.
- Provide coaching and support to new and developing teachers.
- Partner with school leaders to identify teachers and teams requiring targeted instructional support.
- Build teacher capacity to implement rigorous, culturally responsive, inclusive, and student-centered instruction.
- Support teachers in implementing effective strategies for multilingual learners and students with disabilities.
- Develop tools, exemplars, resources, and instructional protocols that strengthen classroom practice.

Professional Development and Adult Learning

- Lead and facilitate high-quality professional development for AIMS educators.
- Design professional learning aligned to district academic priorities, learning walk findings, student achievement data, and identified staff needs.
- Lead professional development in areas including:
 - Early literacy and foundational reading skills
 - Literacy across the content areas
 - Mathematics instruction
 - Standards-aligned instruction
 - Assessment and data analysis
 - Differentiation
 - Academic discourse and student engagement
 - Culturally responsive teaching
 - Multilingual learner supports
 - MTSS and intervention
 - Curriculum implementation
 - College and career readiness

- Develop professional learning that is job-embedded and connected directly to classroom implementation.
- Follow professional development with coaching, classroom visits, modeling, and implementation checks.
- Evaluate the effectiveness of professional development and make adjustments based on evidence.
- Support the CAO in developing an annual K–12 professional learning calendar.
- Facilitate professional learning for leadership teams, department heads, grade-level teams, and teacher leaders.

Professional Learning Communities (PLCs)

- Support the development and implementation of effective PLCs across K–12.
- Establish clear structures, protocols, and expectations for collaborative teacher learning.
- Facilitate PLCs focused on:
 - Student achievement
 - Common instructional practices
 - Curriculum alignment
 - Student work
 - Assessment results
 - Intervention and enrichment
- Instructional strategies
- Equity and access
- Support grade-level and department teams in establishing measurable student learning goals.
- Ensure PLCs move beyond information sharing toward collaborative inquiry and improved instructional practice.
- Develop and monitor PLC agendas, cycles, outcomes, and action steps.
- Coach teacher leaders, department heads, and school leaders in facilitating effective PLCs.
- Data Analysis and Data-Informed Instruction
- Support the CAO, Heads of School, leadership teams, and teachers in analyzing student achievement data.
- Facilitate data cycles that lead to clear instructional actions.
- Analyze formative, interim, benchmark, and summative assessment data to identify trends and instructional priorities.
- Support teachers in disaggregating data by grade, standard, subgroup, course, and other relevant indicators.
- Facilitate collaborative analysis of student work and assessment results.
- Help teachers identify students who require intervention, acceleration, enrichment, or additional instructional support.
- Support the development and monitoring of academic goals and measurable outcomes.
- Create data presentations, reports, summaries, and visualizations for school and district leadership.
- Assist the CAO in monitoring progress toward district academic goals.
- Use data from learning walks, assessments, PLCs, and teacher feedback to identify professional learning needs.
- Help establish a culture in which data is used as a tool for improvement, reflection, and instructional decision-making.
- Literacy and Early Literacy
- Serve as a district instructional leader for literacy development from TK through Grade 12.
- Provide leadership and support for early literacy instruction, foundational reading skills, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing.

- Support TK–2 educators in implementing developmentally appropriate, research-informed early literacy practices.
- Support alignment of literacy instruction from early childhood through elementary, middle, and high school.
- Analyze literacy data to identify trends, achievement gaps, and areas requiring targeted support.
- Coach teachers and leaders in effective literacy instruction and intervention.
- Support the development and implementation of common literacy expectations and instructional practices.
- Support literacy across content areas in grades 6–12.
- Collaborate with school leaders and teachers to strengthen writing instruction and student academic language.
- Support the CAO in identifying curriculum, intervention, and professional learning priorities related to literacy.
- Mathematics
 - Serve as a district instructional leader for mathematics instruction across TK–12.
 - Support teachers in implementing rigorous, standards-aligned mathematics instruction.
 - Analyze mathematics achievement data and identify areas of strength and need.
 - Coach teachers in mathematical discourse, conceptual understanding, problem solving, fluency, and application.
 - Support vertical alignment of mathematics instruction from TK through Grade 12.
 - Facilitate professional learning focused on effective mathematics pedagogy and student outcomes.
 - Support teachers in using assessment data to identify unfinished learning and accelerate student progress.
 - Collaborate with department heads and school leaders to strengthen mathematics pathways and course sequencing.
- Curriculum and Instructional Coherence
 - Support the implementation and monitoring of K–12 curriculum and instructional programs.
 - Ensure instructional practices are aligned to California Content Standards and AIMS academic priorities.
 - Support vertical and horizontal curriculum alignment across schools and grade levels.
 - Collaborate with teachers, department heads, and school leaders to identify curricular gaps, redundancies, and opportunities for improvement.
 - Support the effective implementation of adopted curriculum and instructional resources.
 - Review instructional materials and classroom practices to ensure alignment with academic expectations.
 - Support curriculum planning across all major TK–12 content areas.
 - Maintain strong working knowledge of elementary, middle, and high school curriculum and instructional practices.
- Leadership Teams and Department Heads
 - Serve as an instructional partner to Heads of School and school leadership teams.
 - Participate in and support K–12 leadership team meetings.
 - Provide instructional data, analysis, trends, and recommendations to leadership teams.
 - Coach department heads and teacher leaders in instructional leadership and adult learning.
 - Support department heads in developing instructional goals, department plans, and professional learning priorities.
 - Facilitate cross-school collaboration among department heads and teacher leaders.
 - Support the development of teacher leadership capacity throughout AIMS.
 - Help establish consistency in instructional expectations while honoring the unique needs of each school and grade span.
- Transitional Kindergarten (TK) Expansion
 - Support the academic and instructional planning associated with the expansion of Transitional Kindergarten.

- Collaborate with school leaders and early childhood educators to develop a high-quality TK instructional program.
- Support alignment between TK, kindergarten, and early elementary instruction.
- Assist in identifying developmentally appropriate curriculum, instructional materials, and learning environments.
- Support professional development for TK and early elementary teachers.
- Monitor student readiness, early literacy, numeracy, social-emotional development, and other foundational indicators.
- Support systems that ensure a smooth transition from TK to kindergarten and beyond.
- Collaborate with district leaders to identify staffing, curriculum, professional learning, and instructional needs associated with TK expansion.
- College and Career Readiness
- Support the CAO and school leaders in strengthening college and career readiness from elementary through high school.
- Support the development and expansion of college and career pathways across AIMS.
- Collaborate with high school leadership and department heads to strengthen A-G course access and completion.
- Support pathway development aligned to student interests, postsecondary opportunities, workforce needs, and college and career options.
- Help ensure students have access to rigorous coursework, career-connected learning, internships, dual enrollment, CTE, and other postsecondary opportunities as available.
- Support vertical college and career readiness planning from K–12.
- Collaborate with teachers and school leaders to build a culture of college and career readiness beginning in the elementary grades.
- Analyze enrollment, course-taking, completion, and student outcome data to identify opportunities to expand pathway access.
- Support the CAO in identifying opportunities for new academic and career pathways.
- Assist with partnerships with colleges, universities, employers, and community organizations as assigned.

MTSS and Academic Intervention

- Support implementation of academic components of the Multi-Tiered System of Supports (MTSS).
- Collaborate with school leaders, intervention staff, and teachers to identify students requiring additional academic support.
- Support the use of data to develop targeted intervention and acceleration plans.
- Monitor the effectiveness of academic interventions.
- Support PLCs and grade-level teams in developing appropriate instructional responses to student needs.
- Assist teachers in using formative data to provide timely intervention and enrichment.
- Collaborate with the CAO and appropriate academic leaders to identify gaps in intervention programming.
- Continuous Improvement
- Use learning walk data, student achievement data, PLC outcomes, and stakeholder feedback to identify areas for continuous improvement.
- Support implementation of school and district academic improvement plans.
- Develop measurable action steps tied to instructional priorities.
- Monitor implementation of academic initiatives and communicate progress to the CAO.
- Identify effective practices across AIMS schools and support their replication and scaling.

- Contribute to academic program evaluations and improvement cycles.
- Support the organization in creating systems that sustain instructional improvement beyond individual initiatives or personnel changes.
- Collaboration and Communication
- Build strong, trusting relationships with educators, school leaders, students, and families.
- Serve as a visible and accessible instructional leader across AIMS schools.
- Collaborate closely with the CAO, Heads of School, leadership teams, department heads, teacher leaders, MTSS staff, and other academic personnel.
- Communicate instructional priorities, expectations, data findings, and recommendations clearly and effectively.
- Prepare presentations and reports for the CAO, leadership teams, and Board as requested.
- Share successful instructional practices and recognize teacher and student accomplishments.
- Represent the academic department at meetings, professional learning events, and community events as assigned.
- Perform other related duties and responsibilities as assigned by the CAO or Superintendent.

QUALIFICATIONS:

- Proven experience in building maintenance, with a focus on schools or similar facilities.
- Strong knowledge of electrical, plumbing, HVAC, and general construction principles.
- Ability to operate maintenance tools and equipment.
- Excellent troubleshooting and problem-solving skills.
- Strong communication and collaboration skills.
- Physical ability to perform tasks that may require lifting, climbing, and prolonged periods of standing.

KNOWLEDGE AND ABILITIES:

- High school diploma or equivalent.
- Maintenance experience preferred but not required

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 30 Walking: 20 Sitting: 50

Minimum Body Movement (Frequency):

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

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

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

Climbing Ladders: 0 Climbing Stairs: 2

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

Effective: TBD BOARD APPROVAL REQUIRED

Board Approved: Pending Board Approval July 10, 2025

Coversheet

Manager of Teaching and Learning JD

Section:	V. Action Items
Item:	E. Manager of Teaching and Learning JD
Purpose:	Vote
Submitted by:	
Related Material:	Board Submission Cover Letter 26-27.pdf Manager of T&L.pdf

AIMS K-12 College Prep Charter District

Board Submission Cover Letter



Submitter Information

Full Name:

Position/Title:

Department:

Item Details:

Title of Item:

Item Session: Open
 Closed

Is this item a: New Submission
 Renewal
 Revision

If revision - Please summarize any changes from the previous submission:

Approvals:

Has this item been reviewed and approved:

Superintendent
Director of Business Operations (Finance)
Director of HR/Compliance
Other/No/Not Applicable

Approvers Signature:

Committee Review:

Has this item been through the appropriate committee review process?

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

No 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:

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

Title: Manager of Teaching & Learning

Category: Classified Management

Work Year: 12 Months

Employment Type: Full Time

Salary: \$101,181.85 - \$144,639.73

FLSA: Non-Exempt

Supervisor: Chief Academic Officer or Designee

Position Summary

Under the direction of the Chief Academic Officer (CAO), the Manager of Teaching and Learning provides instructional leadership and support across AIMS K-12 College Prep Charter District. The Manager is responsible for supporting the implementation of high-quality, standards-aligned teaching and learning practices across schools and grade levels.

The Manager of Teaching and Learning works collaboratively with Heads of School, instructional leaders, teachers, intervention staff, and other academic team members to strengthen instructional practice, curriculum implementation, assessment systems, professional learning, and data-informed decision-making.

The Manager supports the CAO in translating district academic priorities into effective school-level implementation and ensuring that instructional practices are aligned with the AIMS mission, vision, academic goals, charter commitments, and student achievement priorities.

The position requires a highly collaborative instructional leader who can build relationships with educators, coach and develop staff, analyze student and instructional data, facilitate professional learning, and support continuous improvement across the organization.

ESSENTIAL JOB DUTIES:

Instructional Leadership and Teaching & Learning

- Support the Chief Academic Officer in developing, implementing, and monitoring district-wide teaching and learning priorities.
- Support the consistent implementation of high-quality, rigorous, standards-aligned instruction across AIMS schools.
- Conduct regular learning walks, classroom observations, and instructional reviews in collaboration with school leaders.
- Provide actionable feedback to teachers and instructional leaders to strengthen teaching practice and student outcomes.

- Support school leaders in establishing clear instructional expectations and monitoring implementation.
- Collaborate with Heads of School and instructional leaders to identify instructional strengths, challenges, and areas requiring additional support.
- Support the implementation of evidence-based instructional strategies and practices.
- Promote high expectations for all students and equitable access to rigorous instruction.
- Support the development and implementation of the AIMS instructional framework and instructional core.
- Assist in identifying and addressing instructional gaps through coaching, professional learning, modeling, and targeted support.
- Support the alignment of instruction across K-12 to ensure coherence in curriculum, pedagogy, assessment, and student expectations.

Curriculum and Instruction

- Support the development, implementation, monitoring, and evaluation of district-wide curriculum.
- Ensure curriculum is aligned to California Content Standards and AIMS academic priorities.
- Support teachers and school leaders in effective curriculum implementation.
- Develop and maintain curriculum resources, instructional guides, pacing expectations, and other teaching and learning tools.
- Collaborate with teachers and instructional leaders to identify curricular gaps and opportunities for improvement.
- Support vertical alignment of curriculum and instructional practices across K-12.
- Assist with curriculum adoption, implementation, and evaluation processes.
- Support the integration of culturally responsive, inclusive, and student-centered instructional practices.
- Ensure instructional materials and practices support multilingual learners, students with disabilities, and diverse learners.

Professional Learning and Teacher Development

- Support the CAO in developing and implementing the district's professional learning plan.
- Design and facilitate professional development aligned to identified instructional priorities and student achievement needs.
- Provide job-embedded professional learning through coaching, modeling, co-planning, demonstration lessons, and collaborative inquiry.
- Support professional learning communities (PLCs) and teacher collaboration structures.
- Develop and facilitate professional learning related to instructional strategies, curriculum, assessment, data use, MTSS, multilingual learner supports, and other academic priorities.
- Analyze professional learning needs based on classroom observations, student data, teacher feedback, and school improvement priorities.
- Support new teacher induction and ongoing instructional development.
- Develop resources and tools that enable teachers to implement professional learning effectively in their classrooms.
- Monitor the effectiveness of professional learning and make recommendations for continuous improvement.

Coaching and Instructional Support

- Provide individual and small-group coaching to teachers and instructional staff.
- Establish coaching cycles based on identified student and teacher needs.

- Support teachers with lesson planning, instructional design, differentiation, engagement strategies, and assessment practices.
- Model effective instructional practices and facilitate peer observation and learning opportunities.
- Support teachers in using student work and assessment data to adjust instruction.
- Build teacher capacity to implement consistent instructional routines and expectations.
- Collaborate with school leaders to determine appropriate instructional supports and interventions for teachers and teams.
- Maintain documentation of coaching, professional learning, and instructional support provided.

Assessment and Data-Informed Instruction

- Support the CAO in developing and maintaining effective assessment systems and calendars.
- Coordinate the implementation of district and school-based assessments.
- Support educators in analyzing assessment data and using results to inform instruction.
- Facilitate data cycles and collaborative data analysis with teachers and instructional leaders.
- Support the development and monitoring of instructional goals based on student achievement data.
- Analyze student performance trends to identify instructional priorities and areas of need.
- Support teachers in using formative assessment and student work to differentiate instruction.
- Assist with the development of data presentations, reports, dashboards, and instructional performance summaries.
- Support the CAO and school leaders in monitoring progress toward academic goals and accountability metrics.

MTSS, Intervention, and Student Achievement

- Collaborate with the CAO, Heads of School, MTSS leadership, and instructional staff to strengthen implementation of the Multi-Tiered System of Supports (MTSS).
- Support the development and monitoring of academic intervention systems.
- Assist schools in identifying students requiring targeted or intensive academic support.
- Support the use of student data to establish intervention groups, monitor progress, and adjust supports.
- Collaborate with instructional staff to ensure interventions are aligned to identified student needs.
- Support the integration of academic, behavioral, social-emotional, and student support systems.
- Monitor the effectiveness of intervention and instructional support programs and communicate findings to the CAO and school leadership.

Multilingual Learner and Inclusive Instruction

- Support teachers in implementing effective instructional strategies for multilingual learners and diverse learners.
- Collaborate with relevant academic and student services staff to strengthen integrated supports for students.
- Support implementation of language-development strategies across content areas.
- Promote inclusive instructional practices that provide access to rigorous grade-level content.
- Support educators in differentiating instruction and providing appropriate scaffolds and accommodations.
- Monitor instructional practices and student outcomes for identified student groups.

School Improvement and Continuous Improvement

- Support schools in translating academic goals into measurable instructional actions.
- Collaborate with school leaders to identify instructional priorities and develop improvement strategies.

- Assist with the implementation and monitoring of SPSA, LCAP, MOU, charter petition, and district academic priorities as assigned by the CAO.
- Support continuous improvement cycles through data analysis, learning walks, teacher feedback, and program evaluation.
- Identify trends and recommend instructional improvements to the CAO.
- Participate in academic program reviews and school improvement planning.
- Support the implementation and monitoring of district-wide academic initiatives.
- Contribute to annual academic planning and evaluation processes.

Collaboration and Communication

- Establish strong working relationships with teachers, school leaders, instructional staff, students, and families.
- Serve as a visible instructional leader across AIMS schools.
- Participate and Lead leadership meetings, instructional leadership meetings, PLCs, and other academic meetings as assigned.
- Communicate academic priorities, expectations, resources, and implementation updates clearly and effectively.
- Prepare academic and data presentations, reports, and instructional materials for the CAO, leadership teams, Board, and other stakeholders as requested.
- Collaborate with the CAO and other district leaders on cross-functional initiatives.
- Support communication and coordination between the academic department and school sites.

Charter Accountability and Academic Compliance

- Support the CAO in monitoring academic requirements associated with the AIMS charter petition, MOU, LCAP, SPSA, and other accountability requirements.
- Assist with preparation for charter renewal, authorizer visits, program reviews, and academic monitoring.
- Collect, organize, and analyze documentation demonstrating implementation of academic programs and instructional priorities.
- Support the preparation of academic reports, evidence, presentations, and materials required by the authorizer and governing Board.
- Monitor assigned academic compliance requirements and communicate concerns to the CAO.
- Support implementation of academic policies, procedures, and expectations.

Leadership and Organizational Responsibilities

- Serve as a member of the academic leadership team.
- Work closely with the Chief Academic Officer to ensure alignment between district strategy and school-level implementation.
- Supervise or provide direct oversight of assigned instructional staff, coaches, coordinators, or other academic personnel as determined by the organizational structure.
- Participate in hiring, onboarding, evaluation, and professional development of assigned staff.
- Support the CAO with special projects and cross-functional initiatives.
- Attend Board meetings and other public meetings as assigned.
- Represent the academic department at meetings and events when designated by the CAO.
- Perform other related duties and responsibilities as assigned by the Chief Academic Officer or Superintendent.

QUALIFICATIONS:

- Bachelor's degree from an accredited college or university in education or a related field.
- California teaching credential or other appropriate educational credential preferred.
- Minimum of 3 years of successful teaching experience.
- Demonstrated experience providing instructional coaching, professional development, teacher leadership, or curriculum support.
- Experience analyzing student achievement and instructional data.
- Experience working collaboratively with school leaders and teachers.
- Strong knowledge of standards-aligned instruction, assessment, curriculum, and instructional best practices.
- Strong written, verbal, organizational, and interpersonal communication skills.
- Ability to manage multiple projects, priorities, and deadlines.
- Ability to work effectively with a diverse population of students, families, educators, and community members.
- Successful clearance of Department of Justice fingerprinting and tuberculosis screening protocols.

PREFERRED:

- Master's degree in education, educational leadership, curriculum and instruction, or related field.
- Administrative or leadership credential.
- Experience working in a charter school or charter management organization.
- Experience supporting K-12 instructional programs.
- Experience with MTSS, multilingual learner instruction, special education, data cycles, and/or professional learning communities.
- Experience conducting learning walks and instructional coaching cycles.
- Experience developing and facilitating professional development.
- Experience with California charter accountability requirements, including LCAP, SPSA, MOU, and charter renewal processes.

KNOWLEDGE AND ABILITIES:

The successful candidate will demonstrate:

- Strong instructional knowledge and understanding of effective teaching and learning.
- Ability to coach adults and provide clear, actionable feedback.
- Ability to build trust and positive relationships with educators and school leaders.
- Strong data analysis and problem-solving skills.
- Ability to translate data into actionable instructional strategies.
- Strong project management and organizational skills.
- Ability to facilitate engaging and effective professional learning.
- Knowledge of California academic standards and assessment systems.
- Understanding of differentiated instruction, MTSS, multilingual learner supports, and inclusive practices.

- Ability to manage sensitive information with professionalism and confidentiality.
- Strong oral and written communication skills.
- Commitment to equity, excellence, continuous improvement, and high expectations for all students.

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 30 Walking: 20 Sitting: 50

Minimum Body Movement (Frequency):

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

Lifting (lbs.): 25 Lifting: 1 Bending: 2

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

Climbing Ladders: 0 Climbing Stairs: 2

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Board Approved: Pending Board Approval

Coversheet

College and Career Success Teacher JD

Section:	V. Action Items
Item:	F. College and Career Success Teacher JD
Purpose:	Vote
Submitted by:	
Related Material:	College & Career Success Teacher JD.pdf Bani 917 Board Submission Cover Letter 26-27.pdf.pdf



AIMS K-12 COLLEGE PREP CHARTER DISTRICT

Job Description

College & Career Success Teacher (GSPP-Funded)

Position Title	College & Career Success Teacher
Funding Source	Golden State Pathways Program (GSPP) Implementation Grant - Career guidance and college support personnel is an allowable GSPP expenditure under Appendix J.
Reports To	Head of School
Employment Type	Full-Time, 12 month
Location	AIMS College Prep High School - 746 Grand Ave. 94610

Position Summary

AIMS College Prep High School is seeking a College & Career Success Teacher to support students across all Golden State Pathways Program (GSPP) pathways (Medical, Law, Business, and Graphic Design/Coding) in preparing for the SAT and AP exams, building the life and self-advocacy skills needed to succeed in college and career, and planning for college entrance, persistence, and graduation. This position works closely with Academic Counselors, the Director of Student Support Services, and the Head of School to deliver support for Advisory, SAT/AP Prep, Dual Enrollment and College Planning components of AIMS's GSPP Program of Study across grades 9–12, and directly advances GSPP Outcomes 1 (Integrated Program of Study), 2 (Postsecondary Credits), and 4 (Integrated Support Services).

Key Responsibilities

SAT & Academic Preparation

- Plan and deliver SAT/AP test preparation instruction and study sessions aligned to the GSPP Program of Study.

- Track student practice test performance and provide targeted, individualized preparation plans.
- Coordinate SAT and AP testing registration information sessions and fee support for eligible students.

Advisory

- Lead Advisory sessions (grades 9–12) that build executive functioning, self-advocacy, study habits, and other life skills needed for success in college and career.
- Design and facilitate workshops on topics such as time management, financial literacy, communication, and navigating college/workplace systems independently.
- Partner with the SEL team to ensure life-skills programming is integrated with students' broader social-emotional support.

College Planning, Entrance & Persistence

- Guide students and families through the college search, application, and financial aid (FAFSA/CADAA) process.
- Lead the College Planning course/seminar for 12th grade students, including workshops on A-G requirements, UC/CSU eligibility, and articulation with Peralta Community College District and other partners.
- Support students enrolled in Dual Enrollment coursework by monitoring progress and connecting them with tutoring or academic support as needed.
- Maintain contact with alumni to track postsecondary enrollment, persistence, and graduation outcomes, and document post-graduate plans through surveys and trackers.

Program Coordination & Data

- Collaborate with Academic Counselors and the Chief Academic Officer and Director of Student Services to implement and refine the GSPP Action Plan's college-readiness action steps.
- Maintain accurate student data on SAT and AP participation/scores, A-G completion, dual enrollment, and college enrollment/persistence for GSPP reporting (Appendix B).
- Participate in ongoing GSPP check-in meetings and Best Practices Webinars (BPWs).

Qualifications

Required

- Bachelor's degree required; experience in school counseling, college advising, or a related student-support role.
- Teaching credential required.
- Demonstrated experience supporting students with test preparation, college planning, or life-skills instruction.

- Knowledge of A-G requirements, UC/CSU admissions, dual enrollment, and financial aid processes.
- Strong organizational skills and comfort using student data to inform practice.
- Ability to work collaboratively with counselors, teachers, and outside partners (e.g., Peralta Community College District, Genesys Works).

Preferred

- Credential or certification in school counseling, or equivalent experience in college access/advising work
- Experience with Naviance or similar college/career planning platforms.
- Bilingual or multilingual, reflecting the languages spoken by AIMS families.

Alignment with GSPP Funding

This position is funded through the AIMS College Prep GSPP Implementation Grant. Per GSPP Appendix J (Expenditure Guidelines), salary for additional personnel providing comprehensive career guidance, counseling, and pupil support services for GSPP career, academic, and social-emotional needs is an allowable use of grant funds. This role directly supports GSPP Outcome 1 (Integrated Program of Study), Outcome 2 (Postsecondary Credits), and Outcome 4 (Integrated Support Services), and contributes data toward AIMS's Action Plan and Appendix B progress reporting.

AIMS K-12 College Prep Charter District

Board Submission Cover Letter

Submitter Information

FullName: Adria Banihashemi

Position/Title: Interim Head of School

Department: AIMS HS

Item Details: Job Description

Title of Item: College & Career Success Teacher JD

Item Session:



- ☒ Open
☐ Closed

Is this item a:

- ☒ New Submission
☐ Renewal
☐ Revision

If revision - Please summarize any changes from the previous submission:

Approvals:

Has this item been reviewed and approved:

- ☒ Superintendent
☐ Director of Business Operations (Finance)
☐ Director of HR/Compliance
☐ Other/No/Not Applicable

Approvers Signature:

Committee Review:

Has this item been through the appropriate committee review process?

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

- ☒ No If no - Please explain why: No JD committee

Deadline Information:

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

If yes - Please indicate the deadline date (MM/DD/YYYY): 9/10/2026

Financial Information (if applicable):

Total Cost: teacher salary schedule

Is this expenditure included in the annual budget? Please

specify in which plan this expense is indicated? ☐ Yes ☐ No I'm not sure

- ☐ SPSA ☐ LCAP ☒ Other: GSPP grant funded

Coversheet

Manager of Maintenance, Operations & Facilities JD

Section:	V. Action Items
Item:	G. Manager of Maintenance, Operations & Facilities JD
Purpose:	Vote
Submitted by:	
Related Material:	Manager of Maintenance, Operations & Facilities-2.pdf AIMS Board Submission Cover Letter - Fillable.pdf



AIMS K-12 College Prep Charter District

Manager of Maintenance, Operations & Facilities

Category: Classified
Work Year: 12 months
Employment Type: Full Time
Starting Salary: \$ 100,678.45 - \$ 143,920.13
FLSA: Non- Exempt
Supervisor: Chief Operating Officer or designee

Position Summary

Under the COO and/or designee, organize, manage and administer assigned programs and activities related to school facilities. Assist with the acquisition of property and support with the creation of facilities plans. The facilities manager will manage and monitor the maintenance and repair of all AIMS facilities including renovation and new construction.

Essential Duties and Responsibilities

Leadership and Administration

- Plan, organize, direct, supervise, and evaluate all Maintenance, Operations, Custodial, Grounds, Facilities, Safety, and related support services.
- Provide leadership and supervision to classified personnel assigned to Maintenance and Operations.
- Establish departmental goals, priorities, policies, procedures, and performance standards.
- Develop annual departmental work plans and operational objectives.
- Recruit, supervise, train, mentor, and evaluate assigned staff.
- Recommend hiring, promotion, discipline, transfer, and dismissal of personnel in accordance with District policies and applicable bargaining agreements.
- Develop staffing schedules and assign work to maximize efficiency and responsiveness.
- Foster a culture of accountability, teamwork, safety, customer service, and continuous improvement.
- Serve as the District's administrator responsible for Maintenance and Operations programs.
- Perform other related duties and responsibilities as assigned by the Superintendent and/or designee

Facilities Management

- Develop and administer comprehensive facility maintenance and operations programs for all District-owned buildings and property.
- Establish preventative and predictive maintenance programs to maximize the life expectancy of District facilities and infrastructure.
- Conduct routine inspections of District facilities and develop corrective action plans.
- Oversee maintenance of HVAC, plumbing, electrical, roofing, flooring, irrigation, playgrounds, athletic facilities, and building systems.
- Maintain facility records, warranties, equipment inventories, and maintenance histories.
- Coordinate facility use by community organizations in accordance with Board policy.
- Develop long-range facility maintenance and replacement plans.

Maintenance and Operations

- Direct daily maintenance operations and work order management.
- Establish maintenance priorities and allocate personnel and resources accordingly.
- Oversee emergency repairs and after-hours facility response.
- Develop maintenance standards and quality assurance procedures.
- Monitor completion of work performed by District staff and contractors.
- Oversee warehouse operations, inventory management, and procurement of maintenance materials.
- Manage District vehicles, maintenance equipment, and operational assets.

Custodial and Grounds

- Direct custodial services to ensure safe, clean, sanitary, and attractive learning environments.
- Develop District cleaning standards and inspection procedures.
- Plan, coordinate, and verify deep-cleaning activities, including classroom deep cleaning, restroom deep cleaning, carpet shampooing/extraction, floor stripping, waxing and refinishing, floor buffing, window cleaning, pressure washing, and other periodic custodial services.
- Coordinate and oversee summer deep-cleaning and school-break cleaning programs to ensure classrooms and facilities are prepared for the return of students and staff.
- Conduct routine custodial inspections at each school site to verify cleanliness, sanitation, completion of assigned work, and adherence to established standards.
- Maintain documentation of custodial inspections, deep-cleaning schedules, completed work, identified deficiencies, and corrective actions.
- Provide regular reports to the Superintendent and/or designee regarding custodial operations, facility conditions, completed and outstanding work, inspection findings, staffing or resource needs, and areas requiring corrective action.

- Ensure identified custodial or facility deficiencies are assigned, tracked, corrected, and documented within established timelines.
- Monitor custodial supplies, equipment, chemicals, and inventory to ensure appropriate materials are available and safely stored and used.
- Train and supervise custodial staff in proper cleaning procedures, equipment use, chemical handling, workplace safety, and District expectations.
- Oversee grounds maintenance, landscaping, irrigation systems, playgrounds, and exterior facilities.
- Evaluate custodial and ground operations for efficiency, effectiveness, quality, and continuous improvement.

Safety and Risk Management

- Develop and oversee facility safety programs.
- Ensure compliance with Cal/OSHA, California Department of Education, Division of the State Architect, Public Contract Code, Education Code, ADA, fire codes, environmental regulations, and other applicable requirements.
- Coordinate inspections by regulatory agencies.
- Support with fire alarms, security systems, access controls, emergency communications, and life safety systems.
- Support in maintaining a Comprehensive School Safety Plans.
- Coordinate emergency preparedness drills, including fire, earthquake, lockdown, and evacuation exercises.
- Provide facility safety training to administrators and staff.
- And other duties as assigned

REPRESENTATIVE DUTIES:

(Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

QUALIFICATIONS:

High school diploma or equivalent

Supervisory experience (required)

Budget management experience (required)

3-5 years experience in facility maintenance or construction (required)

Knowledge of basic electrical, plumbing, HVAC, and carpentry principles

Ability to read and interpret blueprints, schematics, and technical manuals

Strong problem-solving and troubleshooting skills

Proficient in the use of hand and power tools

Excellent communication and customer service skills

Ability to lift and move heavy equipment and materials

Experience working in a school environment (preferred)
 Experience with CMMS systems (preferred)
 Communication skills a plus

Licenses & Certificates:

A valid driver's license. Must be eligible to meet the requirements of AIMS vehicle use policy.
 Requires fingerprint clearance from the Department of Justice and TB clearance.

KNOWLEDGE AND ABILITIES:

- Aid in the design of appropriate, effective, efficient, and safe facilities.
- Understand and work effectively with people from different cultures.
- Pay attention to detail and follow through.
- Work on multiple projects, issues, and tasks at any one time.
- Meet schedules and timelines.
- Initiate, and recommend actions and resolutions to problems.
- Interpret data from a variety of sources to extract necessary data for the preparation of plans and reports.
- Listen and analyze problems and develop solutions.
- Conduct research, prepare, and present oral and/or written reports and represent the District.
- Control the quality of projects, schedules, and budgets.
- Perform a wide range of professional, administrative, advocacy, and liaison duties involved in the facility planning process
- Establish and maintain effective working relationships with District administrators and representatives of a wide variety of public agencies, community groups, and private industry.
- Work confidentially with discretion.
- Maintain professional conduct at all times.
- School operations preferred.
- State and local laws related to school construction and construction funding.
- Proficiency in technology, software and hardware, including Word, Excel, and Google Suite.
- Effective written and oral communication using correct English and grammar skills.
- A construction and or engineering license is a plus.
- Project management experience preferred.

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 30 Walking: 40 Sitting: 30

Minimum Body Movement (Frequency):

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

Lifting (lbs.): 15-50 Lifting: 2 Bending: 2

Pushing and/or Pulling Loads: 2 Reaching Overhead: 3 Kneeling or Squatting: 2

Climbing Ladders: 3 Climbing Stairs: 4

NON-DISCRIMINATION:

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

Board Approved: Pending



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

Submitter Information

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

Item Details

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

Approvals

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

Committee Review

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

 If no: Explain why:

Deadline Information

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

Financial Information (if applicable):

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

Coversheet

Maintenance Coordinator JD

Section:	V. Action Items
Item:	H. Maintenance Coordinator JD
Purpose:	Vote
Submitted by:	
Related Material:	Maintenance Coordinator JD.pdf Maintenance Coordinator-2.pdf



AIMS K-12 College Prep Charter District

Title: Maintenance Coordinator

Category: Classified

Work Year: 12 Months

Employment Type: Full Time

Salary: \$77,314.65-\$110,521.51

FLSA: Non-Exempt

Supervisor: Chief Operating Officer or Designee

JOB GOALS: Responsible for ensuring the upkeep and functionality of school buildings, grounds, and equipment. This includes performing routine repairs, preventative maintenance, and responding to maintenance requests to create a safe and conducive learning environment.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

ESSENTIAL JOB DUTIES:

Responsibilities:

1. Routine Maintenance

- Perform routine inspections and preventive maintenance of school buildings, facilities, equipment, and building systems.
- Address and resolve routine issues related to plumbing, electrical, HVAC, carpentry, and other essential building systems.
- Maintain accurate work logs and records of maintenance activities, repairs, inspections, and completed work.
- Perform carpentry work associated with the alteration, repair, and maintenance of buildings, including partitions, cabinets, floors, roofs, doors, windows, fences, furniture, sheds, and related structures.
- Paint interior and exterior surfaces and perform related preparation, repair, and repainting work.
- Install, repair, and adjust plumbing fixtures and equipment, including pipes, washers, gaskets, faucets, floats, and valves.
- Repair and/or replace door hinges, locks, thresholds, door closers, door jambs, panic hardware, and related

components.

- Perform minor repairs and adjustments necessary to maintain safe and operational school facilities.

2. Custodial Services and Deep Cleaning

- Perform and support custodial duties as needed to maintain clean, sanitary, safe, and orderly school facilities.
- Assist with the daily cleaning and upkeep of classrooms, offices, restrooms, common areas, cafeterias, hallways, and other school facilities as assigned.
- Perform scheduled and periodic deep cleaning of classrooms, offices, restrooms, common areas, and other facilities.
- Perform floor-care activities, including stripping, waxing, refinishing, buffing, and polishing floors.
- Perform carpet shampooing, extraction, and deep cleaning of carpeted classrooms, offices, and common areas.
- Assist with window cleaning, pressure washing, detailed restroom cleaning, furniture cleaning, and other periodic or seasonal cleaning activities.
- Support and perform summer, school-break, and school-opening deep-cleaning projects, including preparing classrooms and facilities for the return of students and staff.
- Move and arrange furniture, equipment, classroom materials, and other items as necessary to complete custodial, maintenance, and deep-cleaning work.
- Maintain and properly use custodial equipment, cleaning supplies, chemicals, floor-care equipment, carpet extractors, and other assigned tools.
- Identify and report custodial, sanitation, maintenance, or facility deficiencies requiring additional attention or repair.
- Maintain records and checklists documenting completed custodial and deep-cleaning assignments.

3. Repairs and Troubleshooting

- Respond promptly to maintenance requests and work orders and address issues efficiently.
- Diagnose and repair routine mechanical, electrical, plumbing, structural, and facility-related problems within the scope of the position.
- Communicate with school staff to identify, understand, and prioritize maintenance and facility needs.
- Escalate significant repairs, safety concerns, or facility issues to the Manager of Maintenance, Operations & Facilities.
- Follow up on assigned work orders to ensure work is completed and documented.

4. Groundskeeping

- Maintain school grounds, landscaping, walkways, exterior areas, and other outdoor spaces.

- Perform routine groundskeeping activities necessary to maintain clean, safe, and presentable campuses.
- Remove trash, debris, and other hazards from school grounds and exterior areas.
- Identify and report irrigation, landscaping, playground, fencing, lighting, or other exterior facility issues.
- Ensure a safe, clean, and orderly outdoor environment for students, staff, families, and visitors.

5. Project and Operational Support

- Assist with the planning, coordination, and execution of maintenance, custodial, facilities, and improvement projects.
- Coordinate assigned work with contractors, vendors, custodial personnel, and other service providers as directed.
- Monitor assigned projects and communicate progress, delays, deficiencies, or other concerns to the Manager of Maintenance, Operations & Facilities.
- Maintain accurate records of maintenance activities, projects, work orders, inspections, and completed assignments.
- Assist with receiving, organizing, maintaining, and tracking maintenance and custodial supplies, materials, tools, and equipment.
- Support site inspections and corrective work associated with identified facility deficiencies.

6. Event and Facility Support

- Provide setup, breakdown, and facility support for school events, meetings, activities, and Board meetings before, during, and after school hours as assigned.
- Set up and move tables, chairs, equipment, signage, and other materials required for events and meetings.
- Collaborate with school leaders and staff to ensure facilities are properly prepared for school events and activities.
- Ensure event spaces are cleaned, restored, and returned to their appropriate configuration following use.

7. Safety and Compliance

- Follow established safety protocols and applicable workplace and facility requirements.
- Identify and immediately report safety hazards, facility concerns, damaged equipment, and unsafe conditions.
- Take appropriate corrective action within the scope of the position and promptly escalate conditions requiring additional support.
- Follow applicable Cal/OSHA requirements and AIMS safety procedures when performing maintenance, custodial, grounds, and facility-related work.
- Follow established procedures for the safe use, handling, labeling, and storage of cleaning chemicals, maintenance materials, tools, and equipment.
- Utilize appropriate personal protective equipment (PPE) when performing assigned duties.
- Support implementation of school safety and emergency preparedness procedures as assigned.

- Maintain work areas, tools, equipment, and storage spaces in a safe, clean, and orderly condition.
- Perform other related duties as assigned.
-

QUALIFICATIONS:

- Proven experience in building maintenance, with a focus on schools or similar facilities.
- Strong knowledge of electrical, plumbing, HVAC, and general construction principles.
- Ability to operate maintenance tools and equipment.
- Excellent troubleshooting and problem-solving skills.
- Strong communication and collaboration skills.
- Physical ability to perform tasks that may require lifting, climbing, and prolonged periods of standing.

KNOWLEDGE AND ABILITIES:

- High school diploma or equivalent.
- Maintenance experience preferred but not required

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 30 Walking: 20 Sitting: 50

Minimum Body Movement (Frequency):

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

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

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

Climbing Ladders: 0 Climbing Stairs: 2

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Effective: TBD BOARD APPROVAL REQUIRED

Board Approved: Pending Board Approval July 10, 2025



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

Submitter Information

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

Item Details

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

Approvals

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

Committee Review

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

 If no: Explain why:

Deadline Information

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

Financial Information (if applicable):

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