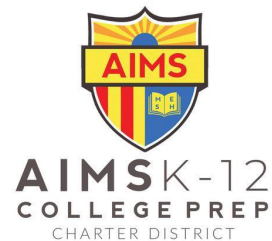


School Plan for Student Achievement AIPCS II

Christopher Ahmad and Peter Holmquist



What is the SPSA?

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

What is the purpose of the SPSA?

With the School Plan for Student Achievement, we want to maximize the resources available to the school with the ultimate goal of increasing student achievement.

Schools use the School Plan for Student Achievement to document their approach to maximizing the impact of federal dollars in support of underserved students.

The implementation of this plan allows schools to innovate with their federally funded programs and align them with AIMS K12 College Prep's priority goals for student achievement.

Do all charter schools have to complete the SPSA?

No. Only charter schools that operate a Title I, Part A SWP (Schoolwide Program) are required to complete an SPSA for the 2020–21 school year.

Since AIMS is a Title I school, we must operate using an SPSA for planning

Title I, Part A

Title I, Part A (Title I) of the Elementary and Secondary Education Act, provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. We get Federal funds through:

1. Basic Grants
2. Concentration Grants
3. Targeted Grants
4. Education Finance Incentive Grants

These funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Schools in which children from low-income families make up at least 40 percent of enrollment are eligible to use Title I funds to operate schoolwide programs that serve all children in the school in order to raise the achievement of the lowest-achieving students.

What are Title Funds?

Title funds are federal dollars that are meant to supplement but not replace the state funding we are getting.

Title I Breakdown

Title I

Brief Summary of Title I

- Title I, Part A of the Elementary and Secondary Education Act, provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
<http://www2.ed.gov/programs/titleiparta/applicant.html>

How the Funds Can be Used

- The school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Schools in which children from low-income families make up at least 40 percent of enrollment are eligible to use Title I funds for schoolwide programs that serve all children in the school. LEAs also must use Title I funds to provide academic enrichment services to eligible children enrolled in private schools.

Title II Breakdown

Brief Summary of Title II

- Title II, Part A provides funds intended to increase academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement.

<http://www2.ed.gov/programs/teacherqual/index.html>

How the Funds Can Be Used

Funds may be used for professional development. In exchange for receiving funds, agencies are held accountable to the public for improvements in academic achievement. Title II, Part A provides these agencies the flexibility to use these funds creatively to address challenges to teacher quality, whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders.

Title III Breakdown

Title III

Brief Summary of Title III, Part A

- Title III, Part A provides funds intended to assist schools with language instruction, specifically for Limited English Proficient students.
<http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>

How the Funds Can Be Used

- Funds may be used for professional development and language instruction programs.
<http://www2.ed.gov/policy/elsec/leg/esea02/pg48.html#sec3231>

STAKEHOLDER INVOLVEMENT

This SPSA plan was developed with the input of various stakeholders, including school staff and parents who worked together throughout the year. Parents of English Language Learners also contributed to this plan.

LCAP Advisory Committee - helped give input to how and where we should spend our federal dollars

DELAC (District Language Advisory Committee) - helped give input on how we should improve the academic success of English Language Learners

AIMS K-12 School Board - Meetings held to plan our core curriculum and instruction

GOALS

Goal 1

Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

Identified Need

Our largest performance gap is seen in the scores of our second language learners and students who are new to the AIMS school system. Expenditures have been allocated for increasing our ELD programs. Tutoring and intervention support have been funded to help students new to the AIMS system

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Reclassification Rate	40%	45%
ELs making at least one year's progress in learning English	67%	70%
ELs achieving proficiency in English	<5 yrs cohort: 41% 5+ yrs cohort: 50%	<5 yrs cohort: 45% 5+ yrs cohort: 55%

- Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy for Goal 1

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

ELD Coordinator will continue to analyse and discuss students progress to:

Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students

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Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.

Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes

Determine the short and longer term needs of ELs

Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)

Rosetta Stone Accounts will be purchased for newcomers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$37,890

Federal - Title III

Goal 2

Goal 2

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy and also providing students with a well rounded education.

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	ELA: 55% Math: 75%
Benchmarks	ELA 45% Math: 55%	ELA 45% ↑ Math: 55%
Student Survey		

Strategy for Goal 2

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students that were struggling to pass with grades C- and below in ELA and/or Math were required to attend Saturday Schools until they were at grade level

K-5 for 2020-2021

Weekly Academic Saturday Schools will take place for grades 3-5.

Each grade level will get their own intervention aide Intervention aides will receive professional development by administrators

6-8 for 2020-2021

Increased intervention aide support for middle school classrooms.

Increased student tutoring support for Middle School Students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$153,840

Federal - Title I, Part A - Saturday School, Math Camp, Aleks, Supplies and Materials
Federal - Title IV, Part A (Early literature, software)

Goal 3

Goal 3

Increase rate of students participating in AfterSchool Program.

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Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At least 100 students will participate in afterschool program		100 Students enroll and participating in the after school program
Enrichment will be provided for afterschool program		All students enrolled in the program will receive enrichment

- Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy for Goal 3

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. AIMS will contract with BACR to provide after school programming to its students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$177,382

ASES Grant

Goal 4

Goal 4

Teaching and Learning Effectiveness – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

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Identified Need

To ensure all students receive quality instruction and equipment and teachers to provide for it. There will continue to be a need to recruit, develop, and retain effective teachers who are prepared and equipped to effectively support our diverse students and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly collaboration meetings	80% Attendance rate	85% Attendance Rate
Teachers will show improvement from 1st teachers evaluation raw score to 2nd teacher evaluation raw score.	60%	65% <input type="checkbox"/>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy for Goal 4

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The faculty will consist of well qualified teachers who are well supported and trained in the AIMS Model.

- HR will ensure during the onboarding process that teachers will hold appropriate teaching certifications. The Teaching Induction program will be monitored by induction coach to ensure certifications are being completed.
- Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career.
- Will ensure collaborative planning time for teachers to share best practices with their colleagues, cultivate mentoring relationships with new teachers, analyze student data among all students within the grade level they teach, and plan core curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Federal - Title II (All PD)

AIMS K-12 Parent Engagement Policy and Compact

American Indian Public Charter School, American Indian Public Charter School II and American Indian Public High School DBA AIMS K-12 College Prep Charter District or American Indian Model Schools, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the school year **2020-2021**.

Schools Responsibilities:

AIMS K-12 College Prep Charter District (AIMS K-12) will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

The curriculum at AIMS K-12 will offer a foundation of academic content knowledge in six primary content areas, and prepare students to enter a high achieving college. These subjects include the four core content areas of English, mathematics, science, and social studies, as well as world language; and the arts. The focus of the curriculum will be rigor, requiring the hard work of students to ensure their success.

The students who enroll at AIMS K-12 will be provided a structured learning environment to enhance their academic skills. The school will provide a structured curriculum aligned with state academic standards. Students with special learning needs will be mainstreamed into the classrooms, while also receiving individual attention to ensure the level of support required to help them succeed.

Since many college-bound students enrolling in science or engineering programs will be required to take calculus as a prerequisite for their majors, we want to adequately prepare our students to accomplish this goal by requiring all seventh graders at AIMS K-12 to take accelerated seventh grade math and all eighth graders to take Algebra 1. This sets them on the right academic track for advanced math in high school.

Our high school students will take AP courses. AIMS K-8 has developed a pre-AP/vertical teaming curriculum to help students acquire the critical thinking, problem solving, and reasoning skills that they will need to succeed in advanced placement courses. This curriculum is interdisciplinary in nature, drawing from standards in math, English, history, and science, and visual arts. It may also contain material from current events and politics, and students are expected to draw from their own experiences. The focus is on improving student thinking and writing skills.

AIMS K-12 College Prep Charter District is interested in creating a school with a strong academic emphasis on English Literature and Mathematics for inner-city students from socio-economically disadvantaged families as well as others interested in attending the school. It is our ethos that a strong academic background in English Literature, mathematics, history, and science, coupled with an emphasis on structure and discipline, are the pillars of an effective academic program, which enable students to attain a higher education and become productive members in a capitalist society. AIMS K-12 will provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science, social studies, foreign language, performing arts, and college planning.

Small class size alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers can better meet the needs of those students. Additionally, a calendar year that goes longer than the state's required days provide increased opportunities for targeted intervention to assist low-performing students.

Our classrooms, which are focused on English language arts, math, science and social studies, PE, as well as rigorous engagement, provide an environment that will ensure that students not only continue to meet, but exceed the academic requirements on California standardized tests. AIMS K-12 educational program is founded on the belief that high expectations lead to high-achieving students. AIMS K-12 courses will prepare students to exceed the California Content Standards for the relevant subject at each grade level. AIMS K-12 believes its academic success will be based, in part, on the emphasis placed on language arts and math.

Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement.

All new and returning teachers must schedule a 15-minute meeting with each student's family during the fall. During the meeting teachers will introduce themselves to the families. They will also discuss with the families their hopes for their child in the class. The teacher will share their background with the family. The teacher will review the Mission Statement, School Motto and Credo. Families will be informed families about what will occur in the class during the school year.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Progress reports are sent home every three weeks for students with a grade of "C-" or lower. Report cards are distributed every nine weeks for all grades. Administrators must sign off on all student progress reports and report cards before they are sent home.

Students are informed of their academic progress and the school's academic progress continuously. Students are expected to set academic goals and work toward them.

We demand hard work and high academic expectations from all employees and students.

Parents are given PowerSchool login to monitor their child's academic and attendance records.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parents are allowed to visit the classroom. If you need to schedule an appointment with a teacher/staff, please fill out an appointment request with the front desk.

If you need to have a formal observation, please arrange a mutually agreed upon date and time with the Dean of School and teacher in advance of the requested classroom observation. You may schedule a meeting with the teacher before or after school.

Formal observation does not include times when parents are invited to a classroom for a special event or presentation, serve as a volunteer with a teacher, or to enjoy lunch with their student.

For security reasons, all visitors are required to sign in at the school office/front desk, to receive a visitor's badge, and indicate the name of the teacher and destination before proceeding to the class. All visitors are asked to sign out when leaving the building.

To protect the learning environment, the parent/guardian or outside provider will be the only visitor in the classroom during the observation. Any observer, other than the parent/guardian, must be approved by the Head of Schools or designee and have written consent from the parent/guardian describing the reason for the visit/observation.

Out of respect for the teaching environment, parents/guardians may not bring younger siblings or children while observing in the classroom or to utilize any electronic equipment such as cell phones while in the classroom. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled as needed to answer questions or concerns.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

We encourage parents to volunteer in the classroom and thank you for your involvement.

Positive parent participation is critical for success in your child's education. As a public school, we must screen school volunteers. All AIMS K-12 volunteers are required to complete a "School Volunteer Application Packet," and depending on the type of volunteer assignment, may need to have a criminal background check and fingerprinting, and may also be asked to submit the results of tuberculosis screening. Volunteers must sign in/out at the reception desk, even if the volunteer time is pre-arranged. The Volunteer Application Packet is available on the school website and in the front office.

As the school has been established to serve the needs of the students, it is imperative that families are actively involved. A family engagement group has been established to facilitate communication between all members of the organization. The reports directly to the head of school and the superintendent, and whenever possible a member of the family engagement group will also serve as a member of the Governance Board. Members of this team will meet regularly and may meet with the school administration to bring family community questions, concerns, and ideas to the attention of the administration. They will work on such areas as the family-student handbook and other activities to ensure the charter school meets its mission and that students are served appropriately.

Families will have the opportunity to participate in daily class activities, school activities, graduation planning, and the Governance Board meetings at the school site. Families will be involved in AIMS K-12 K-12 meetings and school activities. The aim of AIMS K-12 K-12 will be to ensure that families are actively involved in the child's education.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television our children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

AIMS K-12 will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum,

the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, **AIMS K-12 College Prep Charter District** will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Parent Feedback

Please let us know of any questions, comments, concerns, or praises for our School Plan for Student Achievement!

For all other questions, please email:

Elementary - Christopher.Ahmad@aimsk12.org

Middle School - Peter.Holmquist@aimsk12.org