



AIMS Finance Committee Meeting Item Cover Letter

Item:

Presented By:

Staff Recommendation:

Committee Approval:

Total Associated Cost:

Included in Budget?

Funding Source:

Over/Under Budget?

Amount Over/Under Budget?

Included in LCAP?

Which LCAP?

AIMS HS Extended Learning Opportunities Grant (Proposal) - May 5, 2021

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.

Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students."

Acellus Learning: Acellus is a learning management system video-based lessons with cutting-edge technology to accelerate learning, elevate standardized test scores, reduce dropout rates and transition more students into careers and college.	\$16,250.00
Academic Coaching: Provide extensive support for teachers through weekly coaching and professional development	\$30,000.00
Student Tutors: Upperclassmen will be offered the opportunity to tutor underclassmen	\$48,000.00
Instructional Aide III: Provide additional support in classroom for students	\$68,000.00
Schoolology: from rostering classes and syncing grades to tracking teacher PD and using data to understand student performance	\$10,000.00

3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.

5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.

The Power School Conference is a week of training provided to coordinators and counseling team staff. Sessions will provide staff the necessary tools and skills to support students and school districts. Attendees will gain working knowledge of PowerSchools best practices to manage data, student test scores, develop student reports, scheduling, course management, report cards, auto communication, support staff daily skill building, a scheduling workshop and 1-1 training with individuals:	\$6,000.00
ALEKS helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback. Each student begins a new course with a unique set of knowledge and prerequisite gaps to fill. By determining the student's baseline of knowledge, ALEKS creates an individual and dynamic path to success where students learn and then master topics.	\$5,000.00
Hire an academic coordinator to synthesize and analyze data and review student learning trends	\$33,497.00

6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.

Quill Writing: Help students advance from fragmented and run-on sentences to complex and well structured ones. Using the evidence-based strategy of sentence combining, students combine multiple ideas into a single sentence. They then receive instant feedback designed to help them improve their clarity and precision. (5-Year Contract)	\$4,500
SRI: Scholastic Reading Inventory (SRI) Interactive is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument can be used as a diagnostic tool to place students at the best level in the program so they can read with success. Includes professional development for teachers. (5-Year Contract)	\$14,877
HMH Math Inventory: HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student. Proficiency levels dictate Statewide assessment trajectory. (5-Year Contract)	\$14,597

7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

STEM 4 Real Training: STEM 4 Real is committed to providing quality STEM professional learning infused with principles of equity and social justice so that every student has access to a rigorous and joyful STEM education.	\$21,950.00
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Total **\$272,671.00**

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
AIMS College Prep High School (AIMS HS)	Maurice Williams, Head of School	maurice.williams@aimsk12.org 510-893-8701

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Teachers were involved in the development of the plan through department meetings where they discussed supports and resources to close the learning gap.

A description of how students will be identified and the needs of students will be assessed.

Students' academic status will be used to identify them. All students will be assessed through different diagnostics. Staff and teachers' recommendation will be used to assess emotional and mental needs.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

An LCAP Advisory Council Committee meeting was set up virtually for May 8 at 6pm. Parents and guardians were invited to this meeting through ParentSquare. The proposed plan and a feedback survey was also sent out to parents and guardians for those that cannot attend the meeting.

A description of the LEA’s plan to provide supplemental instruction and support.

[Add text here]

Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
<p>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports</p> <p>Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.</p> <p>Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.</p> <p>Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students."</p> <p>Acellus Learning: Acellus is a learning management system video-based lessons with cutting-edge technology to accelerate learning, elevate standardized test scores, reduce dropout rates and transition more students into careers and college.</p>	[\$172,250]	[Actual expenditures will be provided when available]

<p>Academic Coaching: Provide extensive support for teachers through weekly coaching and professional development</p> <p>Student Tutors: Upperclassmen will be offered the opportunity to tutor underclassmen</p> <p>Instructional Aide III: Provide additional support in classroom for students</p> <p>Schoology: from rostering classes and syncing grades to tracking teacher PD and using data to understand student performance</p>		
<p>Integrated student supports to address other barriers to learning</p>	<p>[\$ 0.00]</p>	<p>[Actual expenditures will be provided when available]</p>
<p>Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports</p>	<p>[\$ 0.00]</p>	<p>[Actual expenditures will be provided when available]</p>
<p>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility</p> <p>The Power School Conference is a week of training provided to coordinators and counseling team staff. Sessions will provide staff the necessary tools and skills to support students and school districts. Attendees will gain working knowledge of PowerSchools best practices to manage data, student test scores, develop student reports, scheduling, course management, report cards, auto communication, support staff daily skill building, a scheduling workshop and 1-1 training with individuals:</p> <p>ALEKS helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback. Each student begins a new course with a unique set of knowledge and prerequisite gaps to fill. By determining the student's baseline of knowledge, ALEKS creates an individual and dynamic path to success where students learn and then master topics.</p>	<p>[\$ 44,497]</p>	<p>[Actual expenditures will be provided when available]</p>

Hire an academic coordinator to synthesize and analyze data and review student learning trends		
<p>Additional academic services for students</p> <p>Quill Writing: Help students advance from fragmented and run-on sentences to complex and well structured ones. Using the evidence-based strategy of sentence combining, students combine multiple ideas into a single sentence. They then receive instant feedback designed to help them improve their clarity and precision. (5-Year Contract)</p> <p>SRI: Scholastic Reading Inventory (SRI) Interactive is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument can be used as a diagnostic tool to place students at the best level in the program so they can read with success. Includes professional development for teachers. (5-Year Contract)</p> <p>HMH Math Inventory: HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student. Proficiency levels dictate Statewide assessment trajectory. (5-Year Contract)</p>	[\$ 33,974]	[Actual expenditures will be provided when available]
<p>Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs</p> <p>STEM 4 Real Training: STEM 4 Real is committed to providing quality STEM professional learning infused with principles of equity and social justice so that every student has access to a rigorous and joyful STEM education.</p>	[\$21,950]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$ 272,671]	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

AIM HS is coordinating the use of the Expanded Learning Grant and other federal ESSER funds by budgeting across several categories to best meet the needs of the local staff, students and community. In 2021-22, the Expanded Learning Grant funds are primarily budgeted towards student support services such as tutoring; credit recovery services to accelerate progress towards closing the achievement gap, diagnostic assessments and progress monitoring; and paraprofessional staffing. In 2021-22, the ESSER funds are primarily budgeted towards...

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Teacher/Staff Notes from PD on April 30, 2021

Ideas from ELA, ELD, and Instructional Aides

Supplemental Instruction and Support Strategies

Extending instructional learning time:

“Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes”

- POLL RESULTS: 0/6

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

- Below grade level Back to Basics Tutoring
 - Writing (formal)
 - Reading
 - Tutoring, Saturday School Bootcamp, Class
 - Weekly Rotating Saturday Schools specifically focused on different disciplines
 - Or... Multiple teacher volunteers for Saturday School “breakout groups”
 - Not for makeup work, but instead below grade level review
 - Khan Academy English, NewsELA, IXL, ReadWorks, Common Lit = websites/tools for Bootcamps/focused Saturday School
 - Reading and/or Writing bootcamp - Recommending for this to take place the week before school starts. It doesn't have to be the entire week, maybe for 3 days - 3 hours per day would work? We can break it up by levels, beginning and intermediate.
- “Movie Nights” analyzing literary elements of the storytelling
 - Perhaps parents included
- Clubs: Book Club, Spoken Word
 - Below Grade Level Students Assigned to the Club(s)
 - Also a good idea for volunteer students to join a club (perhaps separate club?)
 - Perhaps parents included

\$ could be spent to pay volunteer teachers/staff/adults (like stipends for extra duties)

- Poll staff to find out staff strengths and who could best support what skills/programs

“Educator training for accelerated learning strategies”

- POLL RESULTS: 6/6

Integrated student supports to address other barriers to learning:

- Additional Instructional Aids, Aids for ELD Dept & EL Students
- Establishing clear and incentivized academic goals for targeted extra-support students
 - Not just makeup work
 - Skills-based
 - Prizes (similar to use of funds for PBIS)
 - Same strategy for IEP/SPED students
- ELD Lab
 - Holding students accountable to attend

Recommendation:

\$ for staff pay

\$ for prizes

“Health, counseling, or mental health services, access to school meal programs”

- POLL RESULTS: 6/6
- AIMS District & HS could benefit from additional mental health/counseling staff and services
- Consult with Mr. Castellano
- Expansion of Mental Health Fridays (not just 1 day a month) (not on a minimum day)
- Field Trips for identified or volunteer students (based on known socioemotional struggles)
 - Collab with outside groups for students to visit for activities
 - Form a group/club for identified or volunteer students
 - \$ to pay outside organizations or staff stipend
- [WRAP](#)

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

- POLL RESULTS: 6/6
- Upgrade Chromebook and Tech for students' to take home for year

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

- POLL RESULTS: 0/6 (we support Accelus and proposed concept, but don't feel this is the best use for the Grant \$)
- Possible to use the Grant \$ to form and distribute as a scholarship?
- Use money to link students to organizations that help link them to scholarships

Additional academic services for students:

- Additional Reading Assessment other than SRI
- Although more money for testing is not our recommendation, many of our ideas in category 3 would require some kind of diagnostic

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

- POLL RESULTS: 5/5

Ideas from Science

Supplemental Instruction and Support Strategies

Extending instructional learning time:

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

- Opportunities for field trips for content enrichment & hands on learning
- Experiential travel programs STEM (Boston, New York or San Francisco) www.efexploreamerica.com.
- Paid teacher tutoring sessions
- Materials and implementation for school wide 'reading period' - time set aside during the day for students to read for pleasure and develop literacy

Integrated student supports to address other barriers to learning:

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

Additional academic services for students:

- Hiring of additional classroom staff (aides, paraprofessionals) to provide extra support for day to day activities and science labs
-

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

Ideas from Elective

Supplemental Instruction and Support Strategies

Extending instructional learning time:

1. Small group tutoring; one-on-one tutoring; extra/extended tutoring. Would be most productive or beneficial to focus on students who are most behind and what they need as opposed to adding and extending the school day or year.
2. Weekend tutoring option/after school tutoring where AIMS schedules the student and once a month conference with a parent present. Set up a schedule, no options to sneak out of getting assistance

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

Possibly for PE and Sports : Strength and Conditioning Program for Summer / Sports Specific Skill Learning Program

Utilizing TA's (seniors who help other students) bonding and support systems

More Aids hired to assist teachers in the classroom, less pull out and more push in

Create a community so students will want to join the support group, incentives, etc.

Integrated student supports to address other barriers to learning:

-Set aside time for more community building and social activities to reduce student burnout. Set aside additional funds for SGA, clubs, field trips, class parties etc.

-Use funds to increase access to legitimate/ professional lead mental health activities and support

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

Computer Lab, better internet connectivity, access to stationary desktop computer stations, a staff member who is Tech savvy who monitors and supports the students and school as a whole. A second Mr. Ma

Inclusion of parents - workshops for parents on parent square, power school, etc.

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

Structured class for College Planning for high risk students and their parents

Addition class specifically for credit recovery

Extra year long supports starting at the beginning of the year

Tutoring, EI supports and IEP supports built in

Additional academic services for students:

Create supplementary materials and make them available online for all the students and families to access. Differentiated instructional and practice materials ready for students with different learning styles and language readiness. Provide students and parents with supplementary learning materials to scaffold students with learning deficiencies in their home languages. Empower students and families with opportunities to come to the campus to receive small group tutoring in the subject area that needs to improve based on personal needs. Different genres and activities are implemented in lesson plans for all programs provided at AIMS high school.

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

Professional development workshops lead by professionals rather than recycled content

Professional development that embraces differentiation for staff abilities, departments, subject matter, and acknowledges professional development that has already been completed by staff members

Systems which track staff development completion to ensure that staff development is not redundant for veteran teachers:

Ex: many hours used per year to teach rudimentary/ fundamental job skills like entering grades and assignments directed at new staff.

Provide opportunities for parents and students to improve and build family relationships. One strategy would be a weekend **family get together** in the school to be organized by the teacher. Activities will be discussed further.

Ideas from History:

Supportive Class Extension

WH Teacher available for supplement instruction during the Summer time for two weeks

Interest to provide supplemental instructing after summer

Professional Development Training

Interested in professional development for certificated staff focused on specific discipline of instruction such as AP Summer Institute Online -UCLA or with supportive English Language training courses through online learning portals like Havard/Coursera/EdX.

Teacher Resources

Request additional learning resources to support learners such as Ultimate Review Packs on Macroeconomics, History, Geography and World History

Request poster/room materials supporting content instruction

Community Support

Increase community/parent engagement through special school enrichment activities

Increase field departmental field trips supporting diverse learner engagement

Ideas from Math

One idea to help credit deficient students was Summer Session Tutoring

Ms Batbold is open to assisting with this, Mr Tran might also be open to assisting .

The math dept also thought it would be good to spend some of the funds on item number 7 from Mr. Williams email which states

"Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs."

The training might help teacher better recognize problems in social emotional health such that they could be referred to a professional engaged full time in that area

The math dept also considered it would be good to spend some of the funds on item number 3 from that same email which states

"Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs."

AIMS HS Expanded Learning Opportunities Grant Proposal Parent Feedback

Dana Salzman

dana_salzman@yahoo.com

Implement a music program including instrumental music (band) (this could look like many things. For example, buy 25 keyboards and offer a beginning piano class, or so that with guitars. Another option is buy some basic band instruments and have beginning band but also intermediate or jazz or rock band for kids that can already play) and also vocal music/ choir/ rapping/ perhaps an electronic music production class. (Buy 25 MacBooks with Logic and have the kids learn music production)
Also a drama/ dance program (hip hop dance class?) (plays, musical theater?)

Yuanmei Lin

2285656381pei@gmail.com

Ways to be involved with other organizations or programs that can give students more programs and interns to increase their skills in areas that they want to do. More medical programs for students like medical, and more art programs for students that like art and etc. interns during summer can also help students be involved with the community and learning more while rewarding some money.

Jasmine Raines

mrzjzrainez@gmail.com

This money should be used to ensure that teachers are knowledgeable about better ways to use technology in classrooms.

Also, students need to learn about how not all change is bad and how to preserve through seemingly rough or failed states of mind.

Parents should have simple classes on how to use the systems the school teach and communicate with so they can stay abreast of how their child is doing.

AIMS College Prep High is the best example of a school that cares like a parent cares!

Chen Xing

I think AIMS should provide extra summer rigouts AP prep. course for students during summer, especially for juniors and seniors. I really think AIMS should recruit experienced teachers to teach AP course which align the course content with the AP test. At the same time, I also think it will be good that AIMS can provide more college application workshops for juniors and seniors, including their parents.



The STEM4Real Professional Learning Series

SCOPE OF WORK AND SERVICES

The STEM4Real Professional Learning Series

Universal Design for Learning (UDL), Common Core Math (CCSS) Next Generation Science Standards (NGSS) and STEM Implementation for [AIMS College Prep High School \(AIMS HS\)](#)

A. Background

Our Promise: We believe that the principles of STEM Education can be used in any subject area to promote design thinking, collaboration, and academic discourse. Our promise is to make education socially just #4Real through instructional planning, professional learning, action planning and leadership development. We will do this by recognizing and dismantling inequitable systems and rebuilding your education system #4Real with all students first.

WHY WE ARE DIFFERENT:

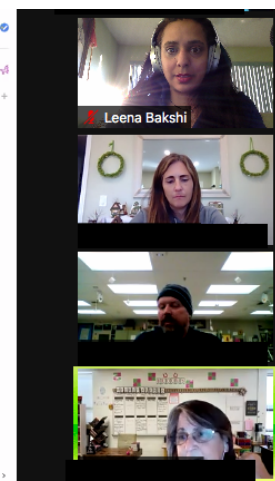
- **Content + Social Justice:** We combine principles of equity and social justice so that educators are learning about standards-based (NGSS/CCSS/Emergent Bilingual) instruction and differentiating for all student groups (students with special needs, African-American students, etc.) accordingly.
- **Engagement:** We engage with educators during the presentation - there is always an active component where we are thinking, doing, reflecting, and collaborating. We never just talk at our audience all day. We teach and model what we are asking our teachers to do in their classrooms, whether it is live or virtually.
- **Implementation and Action:** We provide tools and resources that can be immediately used in the classroom. There is no need to purchase a set of curriculum or expensive materials. We focus on teacher pedagogy and shifting teacher practice to create student-centered learning modules grounded in student curiosity.
- **Joy:** Happy Teachers = Happy Students! We have fun!

What specific **social** justice standard?

Action 17 AC.6-8.17 I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice.



9





The STEM4Real Professional Learning Series

B. Description of Services

STEM4Real Tailor-Made: Every organization is different which is why we create a tailor-made professional learning experience designed for your team and context.

Administrator Partnership: We take the time to get to know your school, district, agency, and context. No teacher wants “another thing to do” on top of their busy schedules. We work with your organization to ensure that we are all vision-aligned.

- What initiatives do you already have?
- How do we continue and build on previous work?
- Current implementation of UDL (Universal Design for Learning)
- How can STEM4Real fit into your current vision?
- What does the data say
- Equity Audit - where are we missing our students?

STEM4Real Grounding with Teachers and Coaches: In this session, we connect all of the systems: Your state content standards (The Next Generation Science Standards, Common Core Standards), your case study students, and the context of your school or district.

- Understand 3D Learning and the WHY behind instruction using phenomena and curiosity to drive student learning.
- Consider Your Context - Research the context of your school community
- Case Study Student Analysis - choose at-promise students to differentiate your instruction and learning sequences.
- Family and Community Engagement Plan

Race, Social Justice and Implicit Bias Training: We dig deeper into our own implicit biases to ensure that these do not manifest in our teaching and learning. This critical step helps us evolve as educators to be anti-racist and to stand up for social justice.

STEM4Real Instructional Planning - Based on data and observations from the lesson modeling session and learnings from the STEM4Real Grounding and Intensive Learning sessions, we will construct our 3D5E lesson plans and use principles of Universal Design for Learning (UDL) and the Teaching for Robust Understanding (TRU) Frameworks to reflect on the learning sequence.

- Prepare learning sequences for observation and implementation. Collaborate with staff on feedback.
- Use UDL and TRU Frameworks as a reflection tool for lesson planning.
- Look at current curriculum using the NGSS TIME Toolkits to review, assess and implement materials



The STEM4Real Professional Learning Series

Peer-to-Peer Observations - Our team will facilitate video and live observations using the DO-KNOW-THINK Observation tool to observe student learning and shift teacher practice to meet the demands of inquiry-based instruction. We will then reflect on strengths, areas of growth, opportunities and threats to a socially just STEM education.

Analysis of Student Work - We will then analyze student learning outcomes, discuss next steps and implications for teacher practice. We will take a closer look into our case study students to see how they have grown over time with differentiation, family connection, and formative feedback.

Lesson Planning Workshop Summit - All participants walk away with fully completed lessons and ideas. We design and finalize Lessons and Units with all of the learnings and reflections from the year. We also discuss implications for next year.

STEM4Real Network Fellowship is a year-long network to collaborate nationally and internationally with fellow like-minded educators committed to STEM standards + justice. Our community has access to the following:

- **Collaboration and Lesson Study** within the STEM4Real Network of educators - engage in “The STEM4Real Way”, an online professional learning series focused on the Next Generation Science Standards, Culturally Responsive Phenomena, Case Study Students, Teacher Observation, and Analysis of Student Work.
- **Teacher-Curated Lesson Bank** and instructional resources: Using the Lesson Study #4Real process, teachers create 3-dimensional (practices, core ideas, and cross cutting concepts) and 5E (engage, explore, explain, elaborate, evaluate) instructional sequences grounded in culturally responsive pedagogy.
- **Monthly Live Professional Learning Via the Un-Speaker Series** (Offered Virtually) - Live workshops focused on current issues in STEM education including assessment, instructional practices, English Language Learner instruction, Social-Emotional Learning, Trauma-Informed Practices.
- **Make a Change Monday Mindset Calls** - Equity work takes work. It is an ongoing practice that we as educators must continually fine tune in order to address STEM + Social Justice educational issues. In these sessions, we Collaborate, Problem-solve and Action-plan (CPA) on specific hot seat issues that we can learn from together.



The STEM4Real Professional Learning Series

- **Weekly Follow-Up Coaching Sessions** - sometimes we just need allocated time in the week to focus on getting work done and having a community to support you as you check off those tasks.
- **Yearly Events with Guest Speakers** - We kick off each year with our goals and end each year with our culminating event, sharing best practices and of course, our 3D5E instructional sequences that combine STEM + Social Justice + Joy
- **Optional Units with Cal State University, East Bay**

C. Deliverables

- 3D5E Teacher Curated Lesson Plans
- Peer-Peer Teacher Observations
- Case-Study Student Analyses
- Family-Engagement Plans
- Analyses of Student Work
- Research-Based Summary Report of Findings and Next Steps

D. Payment Terms & Invoicing

Service	Quantity	Cost Per Service	Total Cost
AIPHS Administrative Onboarding	1-2 Sessions	Included	Included
STEM4Real Tailor-Made Intensive and Follow-Up Workshops	2 (Fall and Spring)	\$4500 per session Paid in installments Fall and Spring	\$9,000
STEM4Real Network - Year Long Professional Learning Network for select Math and Science Teachers	6 Teachers (Math & Sci) 4 Teachers (ELD/SPED)	\$1295 per teacher (paid at the onset of services (July 2021))	\$12,950
			21,950

E. Period of Performance

21-22 School Year



The STEM4Real Professional Learning Series

F. Expected Outcomes

- Cohesive implementation of the CCSS Mathematics and Next Generation Science Standards (NGSS) objectives
- Participation of collaborative Lesson Study cycles of lesson creation, observation and analysis of student work
- Weekly office hours and follow up coaching for lesson development and equity-focused problem solving and action planning
- Case Study student analysis and family engagement plans.
- 3D5E Culturally Responsive Lesson Plan with access to a lesson bank of STEM-CRT-aligned lessons with a focus on social justice.

G. Data Sharing (yes/no) If yes, please explain

NO

H. Project Contact information

Leena Bakshi, Executive Director, Leena@stem4real.org

As educators, we have been doing the same thing for decades. Let's stand up and do something different. It's time to put equitable and anti-racist teaching strategies into practice. Let's stand up for social justice for our students!

Testimonials

What are participants saying? [STEM4Real Tailor Made Testimonial](#)

- *It is always important to remember the justice side of education as you interact with kids. It's one of the things that I really have been trying to keep in the forefront of my student interactions.*
- *I loved the techniques for structuring NGSS (3D, 5E, CER). NGSS was feeling really open-ended but it now feels like I have a better understanding of how to plan both short and long term.*
- *Some things I am working on is to listen more carefully to students (and teachers) to hopefully become more empathetic and to slow down my reaction/response time, just a fraction, as a check on my own biases.*
- *One key take-away for me was that our perceptions and biases have a huge impact in how we teach, even if we are unaware of them.*
- *A key takeaway was the importance of providing opportunities for all students to think about and talk about their observations and thoughts, in ways that take into account multiple intelligences and different learning styles.*



The STEM4Real Professional Learning Series

- *Having students generate questions about a phenomenon is such a good way of including every student, every experience, and every culture in science. Any student can be a scientist and can make references to other material they are learning in school or to past experiences due to the many cross-cutting concepts implemented through NGSS.*
- *I applied the questions to Social Sciences and the answers reflect situations as they may arise in that discipline. I plan to introduce phenomena as the basis for many of my lessons and open the class to debate and discussion.*
- *I really shifted to phenomenon based instruction and I've been doing this in my instruction. I've also gained some understanding of how to navigate the NGSS.*
- *There are many tools and strategies that I am excited to implement within my classroom. They include the sticky note brainstorm strategy, doing a nature/campus walk to observe and write down phenomena, seeing the NGSS as 3 dimensions of what the student can think, know, and do, and also the 5E lesson planning template tool.*
- *Meeting and learning about different students was interesting. Focusing on engaging students of all cultures in every lesson is going to be my goal for science.*

Key Performance Indicators

- **Teacher Observation Data**
Discuss teacher virtual recordings with the team to discuss teaching goals and performance indicators. Analyze strengths and areas for growth. Monitor progress for both teachers and students.
- **Student, Teacher and Administrator Surveys**
Our research team will collect pre-and post- surveys to understand the implementation of teacher practices and the shifts in teacher pedagogy over time. We will use the SIPS (Science Instructional Practices Survey), a researched based survey to assess classroom implementation and teacher efficacy.
- **Exit Interviews**
Our research team will conduct and code exit interviews with select participants to assess validity and reliability of professional learning for educators. We will provide the districts with a full report and recommendations for a STEM action plan, budget planning, and next steps.
- **Artifact Evaluation**
We will analyze lesson plans, analysis of student work, case studies, and teacher observation notes to discuss the process and assess next steps.



The STEM4Real Professional Learning Series

AIMS College Prep High School (AIMS HS)

Authorized Signatory Name: _____

Signature: _____ **Date:** _____

A handwritten signature in black ink, appearing to read "Leena Bakshi". The signature is fluid and cursive, with the first name "Leena" and last name "Bakshi" clearly distinguishable.

Leena Bakshi, Executive Director, STEM4Real

Date: May 5, 2021

Billings Grant

<p>Please send payment to: International Academy of Science Attn: Accounts Receivable 26900 E. Pink Hill Rd., Independence, MO 64057 USA Phone: 816-229-3800</p>
<p>Proposal Number: 913706 Approved By: Maurice Williams, Head of School Approval Date: 12/07/2020 Notice Email(s): maurice.williams@aimsk12.org, Purchase Order: Pending</p>

International Academy of Science is the Sole Source for these items. [Terms & Conditions](#)

<p>School: American Indian Public High School District: American Indian Model Schools State: CA</p> <p>Contact: Dr. Maurice Williams, Head of School Phone: (510) 220-5044 Email: maurice.williams@aimschools.org</p>

<p>BILLING ADDRESS: Maurice Williams, Head of School American Indian Model Schools 746 Grand Avenue Oakland, CA 94610 USA</p> <p>Phone: (510) 220-5044 Email: maurice.williams@aimschools.org</p>	<p>SHIPPING ADDRESS: Maurice Williams American Indian Model Schools 746 Grand Avenue Oakland, CA 94610 USA</p> <p>Phone: (510) 220-5044</p>
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QTY	DESCRIPTION	PRICE	EXTENDED PRICE
450	<p>Acellus School-wide License \$100/student (65% covered by Grant)</p> <ul style="list-style-type: none"> In order to obtain a School-wide License, one Master License must be purchased for each student enrolled in the school building. (Minimum 250 students) Each Master License allows a student to enroll in up to 6 courses. Licenses valid until June 30, 2022 <p>Note: Grant funding NOT available for the 22/23 school year.</p>	\$ 100.00	\$ 45,000.00
1	<p>Acellus Annual Support \$500 Annual Support Covers the Following Items:</p> <ul style="list-style-type: none"> Parts and Repairs of Acellus Server Offsite Monitoring and Server Failure Detection Advanced Replacement of Broken Hardware Daily Updates and System Upgrades Daily Back Up Service with Reconfiguration of Replacement Hardware Telephone Consulting and Email Support for Acellus Server Temporary Failover Service to Support System Utilization During Repairs 	\$ 500.00	\$ 500.00

Sub-Total:	\$	45,500.00
Grant Amount:	\$	-29,250.00
Amount to be Paid by School:	\$	16,250.00



Houghton Mifflin Harcourt

Proposal

Prepared For

Aims College Prep HS

746 Grand Ave
Oakland CA 94610

Attention:

Maurice Williams

maurice.williams@aimschools.org

For the Purchase of:

Math Inventory 5 year

Prepared By

Anna-Maria Dixon

annamaria.dixon@hnhco.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

Attention:
Maurice Williams
maurice.williams@aimschools.org

Intervention Solutions Group
255 38th Avenue, Suite L
St. Charles, IL 60174
FAX: 877-287-8199

HMH Confidential and Proprietary

InterventionSolutionsOrders@hnhco.com

Proposal for Aims College Prep HS

ISBN	Title	Price	Quantity	Value of All Materials
<u>Math Inventory</u>				
Student				
6002993 9781328021649	Math Inventory Student Subscription Package, 5 Year Term dates: 7/1/2021 - 6/30/2022	\$23.55	450	\$10,597.50
Total for Student				
<u>Total for Math Inventory</u>		\$10,597.50		
<u>Professional Development Services</u>				
3026590 9780545221627	Math Inventory Getting Started Webinar Webinar PD for each of the 5 years.	\$856.00	5	\$4,280.00
<u>Total for Professional Development Services</u>		\$4,280.00		

<i>Total Savings:</i>	\$0.00
<i>Subtotal Purchase Amount:</i>	\$14,877.50
<i>Shipping & Handling:</i>	\$0.00
<i>Sales Tax:</i>	\$0.00
Total Cost of Proposal (PO Amount):	\$14,877.50

Attention:
Maurice Williams
maurice.williams@aimschools.org

Intervention Solutions Group
255 38th Avenue, Suite L
St. Charles, IL 60174
FAX: 877-287-8199
InterventionSolutionsOrders@hnhco.com

Total Cost of Proposal (PO Amount): \$14,877.50

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
 - o Point of Contact for Print materials
 - o Point of Contact for Digital materials
 - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

Ship to: American Indian Pub CS High Schl 746 Grand Ave Oakland, CA 94610-2714	Sold to: American Indian Pub CS High Schl 746 Grand Ave Oakland, CA 94610-2714
--	--
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Shipping Point.
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

Date of Proposal: 5/6/2021

Proposal Expiration Date: 6/20/2021



Houghton Mifflin Harcourt

Attention:
 Maurice Williams
 maurice.williams@aimschools.org

Intervention Solutions Group
 255 38th Avenue, Suite L
 St. Charles, IL 60174
 FAX: 877-287-8199

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InterventionSolutionsOrders@hnhco.com



Houghton Mifflin Harcourt

Proposal

Prepared For

Aims College Prep HS

746 Grand Ave
Oakland CA 94610

Attention:

Maurice Williams

maurice.williams@aimschools.org

For the Purchase of:

Reading Inventory 5 year

Prepared By

Anna-Maria Dixon

annamaria.dixon@hnhco.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

Attention:
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maurice.williams@aimschools.org

Intervention Solutions Group
255 38th Avenue, Suite L
St. Charles, IL 60174
FAX: 877-287-8199

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InterventionSolutionsOrders@hnhco.com

Proposal for
Aims College Prep HS

ISBN	Title	Price	Quantity	Value of All Materials
<u>Reading Inventory</u>				
Student				
6002990 9781328021618	Reading Inventory Student Subscription Package, 5 Year Term dates: 7/1/2021 - 6/30/2022	\$23.55	450	\$10,597.50

Total for Student

Total for Reading Inventory **\$10,597.50**

<u>Professional Development Services</u>				
3026554 9780545212991	Reading Inventory Getting Started 2-Hour Webinar QuickStart Training (2 hours, 20 participants) PD for each of the 5 years.	\$800.00	5	\$4,000.00

Total for Professional Development Services **\$4,000.00**

Total Savings:	\$0.00
Subtotal Purchase Amount:	\$14,597.50
Shipping & Handling:	\$0.00
Sales Tax:	\$0.00

Total Cost of Proposal (PO Amount): **\$14,597.50**

Attention:
Maurice Williams
maurice.williams@aimschools.org

Intervention Solutions Group
255 38th Avenue, Suite L
St. Charles, IL 60174
FAX: 877-287-8199
InterventionSolutionsOrders@hnhco.com

Total Cost of Proposal (PO Amount): \$14,597.50

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- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
 - o Point of Contact for Print materials
 - o Point of Contact for Digital materials
 - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

Ship to:	Sold to:
American Indian Pub CS High Schl	American Indian Pub CS High Schl
746 Grand Ave	746 Grand Ave
Oakland, CA 94610-2714	Oakland, CA 94610-2714
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Shipping Point.
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Date of Proposal: 5/6/2021

Proposal Expiration Date: 6/20/2021



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Attention:
 Maurice Williams
 maurice.williams@aimschools.org

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 255 38th Avenue, Suite L
 St. Charles, IL 60174
 FAX: 877-287-8199

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Because learning changes everything.®

QUOTE PREPARED FOR:

American Indian Public CS HS
746 GRAND AVE
OAKLAND, CA 94610-2714
ACCOUNT NUMBER: 187484

SUBSCRIPTION/DIGITAL CONTACT:

Maurice Williams
maurice.williams@aimsk12.org

CONTACT:

Maurice Williams
maurice.williams@aimsk12.org

SALES REP INFORMATION:

Kerry Richmond
kerry.richmond@mheducation.com
530-408-8852

ALEKS subscriptions for AIMS

Product Description	ISBN	Qty	Unit Price	Line Subtotal
ALEKS 6-12 3 YEAR SUBSCRIPTION	978-0-07-672409-3	50	\$109.35	\$5,467.50

PRODUCT TOTAL*	\$5,467.50
ESTIMATED SHIPPING & HANDLING**	\$0.00
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$5,467.50

Comments:

ALEKS subscriptions are not transferable. The subscription start date is a predetermined date, specified by the customer when an order is placed, which determines the date by which the product will begin its full intended duration. The subscription start date affects the *duration* of a subscription - regardless of whether a subscription has started to be used or not. A subscription can be used prior to or after the subscription start date.
When a subscription is used on or before the start date, the student will have access for the entire duration of the subscription (e.g., a K12 - Seven Month subscription will last the

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

[Terms Of Service](#)

[Provisions required by Subscriber State law](#)

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/05/2021

ACCOUNT NAME: American Indian Public CS HS

EXPIRATION DATE: 06/19/2021

QUOTE NUMBER: MBUSH-05052021-002

ACCOUNT #: 187484



QUOTE

AIMS College Prep High School

Date
May 5, 2021

Quote Number
QU-1521

Empirical Resolution
462736440

Empirical Resolution Inc.
Attention: Quill.org
41 E 11th St, 11th Floor
New York, NY 10003
Email: jeremy@quill.org

Description	Quantity	Unit Price	Discount	Tax	Amount USD
This entitles AIMS College Prep High School to one school license valid for five years of Quill School Premium services. This includes: Administrator Dashboard, free Teacher Premium upgrade for all teachers at the school site, as well as access to three professional development webinar sessions per year.	5.00	1,800.00	50.00%	Tax Exempt	4,500.00
Subtotal <i>(includes a discount of 4,500.00)</i>					4,500.00
TOTAL USD					4,500.00

Terms

Purchase orders can be sent via email to jeremy@quill.org

AIMS HS PowerSchool User Conference Proposal

The PowerSchool User Conference is an event hosted for PowerSchool users from districts all over the United States. The conference boasts over 100 sessions for attendees to provide real-world experience and tools for PowerSchool users. One of the unique features of this conference is its ability to provide training for a variety of team members amongst our staff. The PSUG will provide informative sessions for administrators, counselors, registrars, database administrators, and administrative assistants.

Specifically, our team plans to attend all-day training in the areas of mandated reporting, PowerScheduler, course management, attendance and attendance reports, transcripts, report cards, and other custom reports, creating SQL reports, data access codes and tags, Excel, GPA, honor roll, class rank, graduation planner, PowerTeacher Pro Gradebook training just to name a few. Our team will also have 1-1 sessions with professionals for additional support. By attending this training our team will gain a new level of knowledge and skill of the PowerSchool platform. The opportunity to gain this knowledge for software that plays such an important role in processing student data and supporting our families will undoubtedly allow our team to be even more efficient and operate with excellence.

The conference is 5 day-training. Breakfast and lunch are provided. Four members of our team will attend the out-of-state conference. Below is a close estimate of costs:

Conference Registration	\$599 x 4
Hotel	\$250 x 4
Flight	\$214 x 4
Ground Transportation	\$60 x 4
Food	\$300 x 4
Contingency	\$400
Total	\$1423(4) = \$5,600

Conference Details

2021 National PSUG Event - WEST
July 25-29, 2021
LINQ Hotel & Caesars Forum Convention Center
Las Vegas, NV

AIMS Attendees

Julia Li, Head of Division
Chaniel Clark, Education Coordinator - Registrar
Ziyi Zhang, Administrative Assistant

Evelin Palacios - Administrative Assistant