



## 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?

**2022-23 AIMS HS ESSER III Amendment EZ Read Summary**

<b>Item</b>	<b>Narrative</b>	<b>Cost</b>	<b>LCAP Goal</b>
All Tied Up	AIMS HS will partner with All Tied Up to engage in student mentorship and social emotional development.	\$ 11,500	4.19
Afterschool SGA Leadership & Drama Programming	AIMS HS will provide after school SGA Leadership and Drama Programming.	\$ 18,000	2.13
Acellus Learning	Acellus Online Learning Accelerator will help provide supplemental education and credit recovery options to all	\$ 22,500	1.6
IXL (Math / English)	IXL supplemental curriculum will help address learning loss for AIMS HS students in English and in Math.	\$ 14,535	1.1
Chromebook Cases	Chromebook Cases will help provide greater protection of student laptops and reduce the number of broken devices.	\$ 14,539	2.3

**Summary of Planned ESSER III Expenditures**

	<b>Adopted 7/1/2022</b>	<b>Amended 10/14/2022</b>
Strategies for Continuous and Safe In-Person Learning	\$ 160,000	\$ 90,426
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 131,754	\$ 201,328.25
Total Remaining Unallocated Funds for 2022-23 ESSER III	\$ -	\$ 14,925.75

## ESSER III Expenditure Plan

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

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
AIMS HS LCAP	The plan can be found on the school's website:
[Insert plan name here]	[Insert description of where the plan may be accessed here]

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

### Total ESSER III funds received by the LEA

\$764,385

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$90425.75
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$201328.3
Use of Any Remaining Funds	[\$ 0.00]

**Total ESSER III funds included in this plan**

\$291,754 (July 1, 2022); \$276,828 (October 14, 2022)

## Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Engagements were made with the teachers and staff during staff development meetings. Engagements were also made with students during Student Government Association meetings. Engagements with families were made and continue to be made on an ongoing basis - particularly in considering the future years allocation of ESSER III funds. The ESSER III plan was approved by our school’s School Site Council.

A description of how the development of the plan was influenced by community input.

Based upon community input, there was an expressed need to maintain existing chromebooks supplies for students and teachers. Additionally, the AIMS HS community responded favorably to maintaining the presence of our health clerk. Teachers also requested more opportunities and training to engage students and families in addressing mental health concerns.

# Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$160000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
<del>[LCAP, Goal 4, Action 14]</del>	School Nurse	<del>The AIMS HS school nurse will help provide basic COVID-19 assessment, support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. By addressing the physical, mental, emotional, and social health needs, students will be supported in the learning process and poised for achievement.</del>	\$96,000
[LCAP, Goal 4, Action 14]	Health Clerk	AIMS HS will continue to contract a Health Clerk to help conduct weekly rapid COVID tests to all staff and students.	\$50,000
[LCAP, Goal 2, Action 3]	Masks for Safe in Person Learning	Masks for safe in person learning as a result of the continued prevalence of COVID-19.	\$6,000
[LCAP, Goal 4, Action 19]	Mental Health Workshops / Presentations	Tom Thelen from Mental Health 101 will provide professional development and support services to the AIMS HS Community.	\$8,000
[LCAP, Goal 4, Action 19]	Mental Health Workshops / Presentations: All Tied Up	AIMS HS will partner with All Tied Up to engage in student mentorship and social emotional opportunities.	\$11,500

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

### Total ESSER III funds being used to address the academic impact of lost instructional time

\$131754

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[LCAP, Goal 2, Action 4]	Academic Coaching	Academic Coaches will provide extensive support for teachers through weekly coaching and professional development	\$50,754
[LCAP, Goal 2, Action 7]	Student Tutor / Aides	Student Tutors / Aides will help provide academic support to AIMS HS students during Academic Saturday School and as needed.	\$50,000
[LCAP, Goal 4, Action 15]	Student Computers	AIMS HS will maintain a consistent inventory of student and teacher computers to help mitigate learning loss.	\$31,000
[LCAP, Goal 1, Action 6]	Acellus Learning	Acellus Online Learning Accelerator will help provide supplemental education and credit recovery options to all students.	\$22,500
[LCAP, Goal 2, Action 13]	After School SGA Leadership and Drama Programming	AIMS HS will provide after school SGA Leadership and Drama Programming.	\$18,000
[LCAP, Goal 1, Action 1]	IXL (Math / English)	IXL supplemental curriculum will help address learning loss for AIMS HS students in English and in Math.	\$14,535
[LCAP, Goal 2, Action 3]	Chromebook Cases	Chromebook Cases will help provide greater protection of student laptops and reduce the number of broken devices.	\$14,539

## Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Mental Health Workshops / Presentations	90% of AIMS HS students, 90% of AIMS HS teachers, at least 25% of AIMS HS families will attend the Mental Health Workshops / Presentations. Progress will be monitored by collecting attendance data.	Once a Year
Student Computers	Based upon randomly assigned surveys, at least 95% of students will bring their school issued student computers to class.	Monthly
Acellus Learning	100% of students will earn a B or above in Acellus classes by the end of the academic school year.	Once per academic quarter

IXL (Math / English)	50% of Math and English classes will experience increases in overall student benchmark scores as a result of using IXL.	Once per academic quarter
Mental Health Workshops / Presentations: All Tied Up	85% of students participants will rate their experiences with All Tied Up in a positive rating.	Once per semester.

# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

*For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov). For all other questions related to ESSER III, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- o For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- o For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - o Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - o Any activity authorized by the Adult Education and Family Literacy Act;
  - o Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - o Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - o Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - o Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - o Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

- Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;

- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

## **Other LEA Plans Referenced in this Plan**

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

## **Summary of Expenditures**

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### **Instructions**

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## **Community Engagement**

### **Purpose and Requirements**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant

insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;
    - Students who are English learners;
    - Students of color;
    - Students who are foster youth;
    - Homeless students;

- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

## **Instructions**

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

### **A description of the how the development of the plan was influenced by community input.**

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
  - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);

- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

### **Instructions**

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **Strategies for Continuous and Safe In-Person Learning**

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

## Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

## Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education  
June 2021



INVOICE  
#990016

# All Tied Up

530 Canyon Oaks Dr., Unit B

Oakland, Ca 94605

**Attention:** Brenda Nixon/Maurice Williams

*AIMS College Prep High School*

**Date:** August 23, 2022

**All Tied Up Workshop Series (Armand Carr and Eileen Gazaway  
Honorarium)**

**1st and 2nd Semester 2022/2023**

Terms: **Check payable to All Tied Up** 530 Canyon Oaks Dr., Unit B  
Oakland, Ca 94605

Description	Cost
Workshop Series 1st and 2nd Semester(Honorarium)	\$10,000
Administrative 1st and 2nd Semester	\$1,500
<b>Balance Due</b>	<b>\$ 11,500</b>

*Thank you for your business!*

Questions contact: [imanagearmand@gmail.com](mailto:imanagearmand@gmail.com)

510-571-7999

**International Academy of Science  
Acellus Education Center**

11020 N. Ambassador Drive  
Kansas City, MO 64153  
USA

Voice: 816-229-3800  
Fax: 816-229-1000

# STATEMENT

Statement Date: Oct 6, 2022  
Customer ID: 10003070  
Coordinator: Dr. Marti Asay

**To:**  
AIMS K-12 College Prep Charter District  
Attn: Chaniel Clark  
746 Grand Avenue  
Oakland, CA 94606

Amount Enclosed  
\$ \_\_\_\_\_

Date	Due Date	Invoice	Paid/Credit	Description	Amount	Balance
8/22/22	9/21/22	88678	Part		22,500.00	22,500.00
					<b>TOTAL</b>	<b>22,500.00</b>

0-30	31-60	61-90	Over 90 days
0.00	22,500.00	0.00	0.00



# IXL QUOTE

IXL Learning  
 777 Mariners Island Blvd., Suite 600  
 San Mateo, CA 94404

QUOTE # 1206374  
 DATE: OCTOBER 11, 2022

**To:**  
 Maurice Williams  
 AIMS College Prep High School  
 764 Grand Avenue  
 Oakland, CA 94610

COMMENTS OR SPECIAL INSTRUCTIONS:

SALESPERSON	TERMS	SUBSCRIPTION DURATION	QUOTE VALID UNTIL
Katherine Plommer		1 year	November 11, 2022

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	IXL site license (Grades 9-12: 450 students) Subjects: Math and ELA  New Building Discount (5%)  <i>Unlimited instructor accounts included</i>  <i>Google single sign-on services included</i>	\$153000.00	\$15,300.00
		-\$765.00	-\$765.00
SUBTOTAL			\$14,535.00
SALES TAX			--
SHIPPING & HANDLING			\$0.00
TOTAL DUE			\$145350.00

**Ordering instructions:**  
 We accept payment by purchase order, check, or credit card. School POs should be faxed to 1-650-372-4301 or e-mailed to orders@ixl.com. Please be sure to list the confirmation number on your payment or purchase order.





**COLLEGE PREP**  
HIGH SCHOOL

**AIMS HS School Site Council Meeting**  
**Friday, October 14, 2022 @ 4PM**

**Zoom Link:** <https://us02web.zoom.us/j/87465597954?pwd=KzVtOGFUbUtsUzFOcTU4LzYzK0srdz09>

**AGENDA**

**I. Call to Order**

**II. Public Comments**

**III. Communications**

A. Welcome

**IV. Reports**

- A. AIMS HS Budget / Enrollment Updates
- B. B. SSC New Member Update

**V. Old Business**

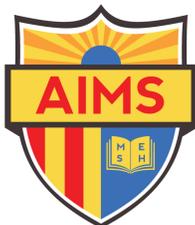
A. None

**VI. New Business**

- A. 2022-23 AIMS HS ESSER III Amendments
- B. 2022-23 AIMS HS SPSA Amendments

**VII. Announcements**

**VIII. Adjournment**



**COLLEGE PREP**  
HIGH SCHOOL

**AIMS HS School Site Council Meeting Minutes**

**Friday, October 14, 2022 @ 4PM**

**Zoom Link:**

<https://us02web.zoom.us/j/87465597954?pwd=KzVtOGFUbUtsUzFOcTU4LzYzK0srdz09>

Maurice Williams, Chair  
Ubadi Egeonu, Secretary

**AGENDA**

**I. Call to Order**

Meeting called to order at 4:05

A. Roll Call: (All members were present with the exception of Latalya Parrish and Jakleen Saleb)

Maurice Williams - P  
Norman Abshear - T (4:08PM)  
Ligia Gonzalez - P  
Jakleen Saleb - A  
Maggie Esqueda -P  
Latalya Parrish - A  
Ubadi Egeonu - P  
Riwaj Nepal - P  
Brenda Nixon - P

Mr. Williams entertained a motion to strike New Business B from the agenda due to a submission error and to approve the adoption of the Agenda as amended. So Moved By Ligia Gonzalez; Seconded By Norman Abshear- **Motion Approved**

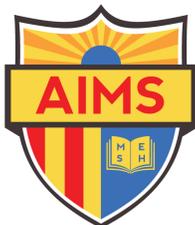
B. Adoption of the Agenda: So Moved by Latalya Parrish; Seconded by Norman Abshear

**II. Public Comments** No Public Comments

**III. Communications**

A. Welcome

Verified By: \_\_\_\_\_ Date: \_\_\_\_\_



**COLLEGE PREP**  
HIGH SCHOOL

**IV. Reports**

A. AIMS HS Budget / Enrollment Updates

- a. AIMS HS placed enrollment caps at certain grade levels to account for classroom oversizing within particular grade levels. This and student transfers has led to a current student population of 438 students. There will probably be a meeting in November to adjust the budget to compensate.

B. B. SSC New Member Update

- a. AIMS HS is looking to add more members to join the SSC. Prospective Members: Shelly Chen, Shemika Lilly, & Lanada Reed.
- b. Shimika Lilly has a 9 and 10th grader at AIMS High School. She has a background in finance. She wants her kids to be successful and with her input she hopes to help do that.
- c. Lanada Reed has an 8th grader at the middle school and 9th grade at the High school in AIMS K12. She loves working numbers, doing research, and advocating for students. She likes being in the know and helping in any way she can.
- d. Shelly Chen has a 12th grader and 9th grader at AIMS. She wants to support her kids as much as she can. Shelly Chen is a dental hygienist and teaches students occasionally about her practice.
- e. By October 15, a parent ballot will be created where parents can vote for SSC members.

**V. Old Business**

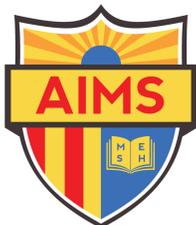
- A. None

**VI. New Business**

A. [2022-23 AIMS HS ESSER III Amendments](#)

- a. An amendments to the 2022-23 ESSER III plan were introduced to reallocate funds due to the lack of need for the School/Nurse position at the High School.
- b. With the Free Money (Around \$96K), it can be used to help All Tied Up for their services, the SGA and VPA Department, and Acellus Lab.

Verified By: \_\_\_\_\_ Date: \_\_\_\_\_



## COLLEGE PREP HIGH SCHOOL

Additionally, a new learning program at the high school, IXL can be added for intervention and to address learning loss (Any Math/ELA class between 9th to 12th grade). Finally, chromebook cases can be purchased to protect our assets.

- c. Total Remaining Unallocated funds: \$14,925.75 can be decided to be used before the end of the school year or move to next year's ESSER III funds.

Chair entertained motion to approve the amended 2022-23 AIMS HS ESSER III Amendments: So Moved By Rick Sharma; Seconded By Norman Abshear- **Motion Approved**

Maurice Williams - Y  
Norman Abshear - Y  
Ligia Gonzalez - Y  
Maggie Esqueda -Y  
Ubadi Egeonu - Y  
Riwaj Nepal - Y  
Brenda Nixon - Y

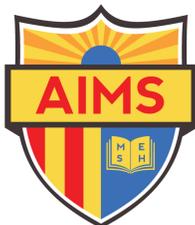
### **VII. Announcements**

AIMS HS will probably hold an SSC meeting next month. We will have a parent's voting ballot out for SSC as soon as Sunday. You need at least 1 vote from another parent to join SSC. Girls VB team will be in playoffs next week; Monday: Quarterfinals, Wednesday: Semifinals, and Friday: Championship game.

The following week is Spirit Week with the last games of the regular season for AIMS HS Mens Golden Eagles soccer team. Additionally, Homecoming Dance is Nov 5. ***Parents and staff are encouraged to support the AIMS athletes or volunteer to chaperone at Homecoming.***

### **VIII. Adjournment**





**COLLEGE PREP**  
HIGH SCHOOL

Chair entertains motion to adjourn meeting: Seconded By Norman Abshear- **Motion Approved Unanimously**

**Meeting Adjourned at 4:37 pm**

Verified By: \_\_\_\_\_ Date: \_\_\_\_\_