Board Office Use: **Legislative File Info.**	
File ID Number	23-1017
Introduction Date	5/24/23
Enactment Number	23-0953
Enactment Date	5/24/2023 os

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date May 24, 2023

Subject Services Agreement with Aim High

Ask of the Board
XX Approve Services Agreement
☐Ratify Services Agreement

Services *Vendor will provide 23 days of summer programming during Summer 2023, Mondays through Fridays, every school day from 8:00 a.m. to 5:00 p.m. at West Oakland Middle School.*

Term Start Date: 6/12/23 End Date: 7/14/23

Not-To-Exceed Amount *$45,657.30*

Competitively Bid Yes, RFP #22-129CSSS Expanded Learning for Summer Learning and Intersession

If the Service Agreement was <u>not</u> competitively bid and the not-to-exceed amount is <u>more</u> than $99,100, list the exception(s) that applies (requires Legal review/approval and may require a resolution): [Exception]

In-Kind Contributions *District will provide space for programming as well as staff oversight to ensure compliance with grant requirements.*

Funding Source(s) *Resource 3225 – Elementary and Secondary School Emergency Relief Grant in the amount of $45,657.30*

Background *The District's 21st Century Community Learning Centers (21st CCLC), ESSER, and Expanded Learning Opportunities Program grants include Supplemental funding to support summer learning programs, operated in partnership between schools and community organizations. In order to fulfill* *the grant requirements, the District is contracting with community partners to daily academic support, enrichment, and physical activity services to OUSD students for 2-6 weeks over the summer. Summer providers will work in partnership with the District's After School and Summer Learning units to align summer program goals with District priorities for student achievement, health and wellness, and social-emotional learning. Summer Program Hub: West Oakland Middle School*.

Attachment(s)

- Service Agreement with Aim High
- Summer Program Plan
- Summer Budget
- RFP #22-129CSSS and Vendor Bid Materials

SERVICES AGREEMENT 2022-2023

This Services Agreement ("Agreement") is a legally binding contract entered into between the Oakland Unified School District ("OUSD") and the below named entity or individual ("VENDOR," together with OUSD, "PARTIES"):
Aim High

The PARTIES hereby agree as follows:

1. **Term**.
   a. This Agreement shall start on the below date ("Start Date"):
   6/12/23

   If no Start Date is entered, then the Start Date shall be the latest of the dates on which each of the PARTIES signed this Agreement.

   b. The work shall be completed no later than the below date ("End Date"):
   7/14/23

   If no End Date is entered, then the End Date shall be the first June 30 after the Start Date. If the term set forth above would cause the Agreement to exceed the term limits set forth in Education Code section 17596, the Agreement shall instead automatically terminate upon reaching said term limit.

2. **Services**. VENDOR shall provide the services ("Services") as described in #1A and #1B of **Exhibit A,** attached hereto and incorporated herein by reference. To the extent that there may be a school closure (e.g., due to poor air quality, planned loss of power, COVID-19) or similar event in which school sites and/or District offices may be closed or otherwise inaccessible, VENDOR shall describe in #1B of **Exhibit A** whether and how its services would be able to continue.

3. **Alignment and Evaluation**.
   a. VENDOR agrees to work and communicate with OUSD staff, both formally and informally, to ensure that the Services are aligned with OUSD's mission and are meeting the needs of students as determined by OUSD.

b. OUSD may evaluate VENDOR in any manner which is permissible under the law. OUSD's evaluation may include, without limitation: (i) requesting that OUSD employee(s) evaluate the performance of VENDOR, each of VENDOR's employees, and each of VENDOR's subcontractors, and (ii) announced and unannounced observance of VENDOR, VENDOR's employee(s), and VENDOR's subcontractor(s).

4. **Inspection and Approval.** VENDOR agrees that OUSD has the right and agrees to provide OUSD with the opportunity to inspect any and all aspects of the Services performed including, but not limited to, any materials (physical or electronic) produced, created, edited, modified, reviewed, or otherwise used in the preparation, performance, or evaluation of the Services. In accordance with Paragraph 8 (Compensation), the Services performed by VENDOR must meet the approval of OUSD, and OUSD reserves the right to direct VENDOR to redo the Services, in whole or in part, if OUSD, in its sole discretion, determines that the Services were not performed in accordance with this Agreement.

5. **Data and Information Requests**. VENDOR shall timely provide OUSD with any data and information OUSD reasonably requests regarding students to whom the Services are provided. VENDOR shall register with and maintain current information within OUSD's Community Partner database unless OUSD communicates to VENDOR in writing otherwise, based on OUSD's determination that the Services are not related to community school outcomes. If and when VENDOR's programs and school site(s) change (either midyear or in subsequent years), VENDOR shall promptly update the information in the database.

6. **Confidentiality and Data Privacy**.

a. OUSD may share information with VENDOR pursuant to this Agreement in order to further the purposes thereof. VENDOR and all VENDOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services, provided such information is (i) marked or identified as "confidential" or "privileged," or (ii) reasonably understood to be confidential or privileged.

b. VENDOR understands that student data is confidential. If VENDOR will access or receive identifiable student data, other than directory information, in connection with this Agreement, VENDOR agrees to do so only after VENDOR and OUSD execute a separate data sharing agreement.

   (i) If VENDOR is a software vendor, it agrees to access or receive identifiable student data, other than directory information, only after executing a California Student Data Privacy Agreement ("CSDPA") or CSDPA Exhibit E (available here).

   (ii) If VENDOR is not a software vendor, it agrees to access or receive identifiable student data, other than directory information, only after executing the OUSD Data Sharing Agreement (available here).

   (iii) Notwithstanding Paragraph 28 (Indemnification), should VENDOR access or receive identifiable student data, other than directory information, without first executing a separate data sharing agreement, VENDOR shall be solely liable for any and all claims or losses resulting from its access or receipt of such data.

c. All confidentiality requirements, including those set forth in the separate data sharing agreement, extend beyond the termination of this Agreement.

7. **Copyright/Trademark/Patent/Ownership**. VENDOR understands and agrees that all matters produced under this Agreement, excluding any intellectual property that existed prior to execution of this Agreement, shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by VENDOR, its employees, or its subcontractors in connection with the Services performed under this Agreement. VENDOR cannot use, reproduce, distribute, publicly display, perform, alter, remix, or build upon matters produced under this Agreement without OUSD's express written permission. OUSD shall have all right, title and interest in said matters,

including the right to register the copyright, trademark, and/or patent of said matter in the name of OUSD. OUSD may, with VENDOR's prior written consent, use VENDOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

8. **Compensation**. OUSD agrees to pay VENDOR for satisfactorily performing Services in accordance with this Paragraph, Paragraph 10 (Invoicing), and #1C in **Exhibit A**.
   a. The compensation under this Agreement shall not exceed: **$**45,657.30

      This sum shall be for full performance of this Agreement and includes all fees, costs, and expenses incurred by VENDOR including, but not limited to, labor, materials, taxes, profit, overhead, travel, insurance, permitted subcontractor costs, and other costs.
   b. OUSD shall not pay and shall not be liable to VENDOR for any costs or expenses paid or incurred by VENDOR not described in **Exhibit A**.
   c. Payment for Services shall be made for all undisputed amounts no more frequently than in monthly installment payments within sixty (60) days after VENDOR submits an invoice to OUSD, in accordance with Paragraph 10 (Invoicing), for Services actually performed and after OUSD's written approval that Services were actually performed. The granting of any payment by OUSD, or the receipt thereof by VENDOR, shall in no way lessen the liability of VENDOR to correct unsatisfactory performance of Services, even if the unsatisfactory character of the performance was not apparent or detected at the time a payment was made. If OUSD determines that VENDOR's performance does not conform to the requirements of this Agreement, VENDOR agrees to correct its performance without delay.
   d. Compensation for any Services performed prior to the Start Date or after the End Date shall be at OUSD's sole discretion and in an amount solely determined by OUSD. VENDOR agrees that it shall not expect or demand payment for the performance of such services.
   e. VENDOR acknowledges and agrees not to expect or demand payment for any Services performed prior to the PARTIES,

particularly OUSD, validly and properly executing this Agreement until this Agreement is validly and properly executed and shall not rely on verbal or written communication from any individual, other than the President of the OUSD Governing Board, the OUSD Superintendent, or the OUSD General Counsel, stating that OUSD has validly and properly executed this Agreement.

9. **Equipment and Materials**. VENDOR shall provide all equipment, materials, and supplies necessary for the performance of this Agreement.

10. **Invoicing**. Invoices furnished by VENDOR under this Agreement must be in a form acceptable to OUSD.
    a. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, without limitation: VENDOR name, VENDOR address, invoice date, invoice number, purchase order number, name of school or department to which Services were provided, name(s) of the person(s) performing Services, date(s) Services were performed, brief description of Services provided on each date, the total invoice amount, and the basis for the total invoice amount (e.g., if hour rate, the number of hours on each date and the rate for those hours).
    b. If OUSD, at its sole discretion, determines an invoice fails to include the required elements, OUSD will not pay the invoice and will inform VENDOR of the missing items; VENDOR shall resubmit an invoice that includes the required elements before OUSD will pay the invoice.
    c. Invoices must be submitted no more frequently than monthly, and within 30 days of the conclusion of the applicable billing period. OUSD reserves the right to refuse to pay untimely invoices.
    d. OUSD reserves the right to add or change invoicing requirements. If OUSD does add or change invoicing requirements, it shall notify VENDOR in writing and the new or modified requirements shall be mandatory upon receipt by VENDOR of such notice.
    e. To the extent that VENDOR has described how the Services may be provided both in-person and not in-person, VENDOR's invoices shall—in addition to any invoice requirement added or changed under subparagraph (c)—indicate whether the Services

are provided in-person or not.

f. All invoices furnished by VENDOR under this Agreement shall be delivered to OUSD via email unless OUSD requests, in writing, a different method of delivery.

11. **Termination and Suspension**.

a. For Convenience by OUSD. OUSD may at any time terminate this Agreement upon thirty (30) days prior written notice to VENDOR. OUSD shall compensate VENDOR for Services satisfactorily provided through the date of termination. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief or Deputy may issue the termination notice without approval by the OUSD Governing Board, in which case this Agreement would terminate upon ratification of the termination by the OUSD Governing Board or thirty (30) days after the notice was provided, whichever is later.

b. Due to Unforeseen Emergency or Acts of God. Notwithstanding Paragraph 19 (Coronavirus/ COVID-19) or any other language of this Agreement, if there is an unforeseen emergency or an Act of God during the term of this Agreement that would prohibit or limit, at the sole discretion of OUSD, the ability of VENDOR to perform the Services, OUSD may terminate this Agreement upon seven (7) days prior written notice to VENDOR. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief or Deputy may issue the termination notice without approval by the OUSD Governing Board, in which case this Agreement would terminate upon ratification of the termination by the OUSD Governing Board or seven (7) days after the notice was provided, whichever is later.

c. For Cause. Either PARTY may terminate this Agreement by giving written notice of its intention to terminate for cause to the other PARTY. Written notice shall contain the reasons for such intention to terminate. Cause shall include (i) material violation of this Agreement or (ii) if either PARTY is adjudged bankrupt, makes a general assignment for the benefit of creditors, or a receiver is appointed on account of its insolvency. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief or Deputy may issue the termination notice without approval by the OUSD Governing Board, in which case this Agreement would terminate upon ratification of the termination by the OUSD Governing Board or three (3) days after the notice was provided, whichever is later, unless the condition or violation ceases or satisfactory arrangements for the correction are made.

d. Upon termination, VENDOR shall provide OUSD with all materials produced, maintained, or collected by VENDOR pursuant to this Agreement, whether or not such materials are complete or incomplete or are in final or draft form.

e. If OUSD, at its sole discretion, develops health and safety concerns related to the VENDOR's provision of Services, then the OUSD Superintendent or an OUSD Chief or Deputy may, upon approval by OUSD legal counsel, issue a notice to VENDOR to suspend the Agreement, in which case VENDOR shall stop providing Services under the Agreement until further notice from OUSD. OUSD shall compensate VENDOR for Services satisfactorily provided through the date of suspension.

12. **Legal Notices**. All legal notices provided for under this Agreement shall be sent: (i) via email to the email address set forth below, (ii) personally delivered during normal business hours or (iii) sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other PARTY at the address set forth below.

OUSD
Name: Joshua R. Daniels
Site/Dept: Office of General Counsel
Address: 1000 Broadway, Suite 440
City, ST Zip: Oakland, CA 94607
Phone: 510-879-8535
Email: ousdlegal@ousd.org

VENDOR
Name: Kelly Ellis
Title: Senior Director of Finance and Operations
Address: 2030 Harrison St., 3rd Floor
City, ST Zip: San Francisco, CA 94110
Phone: 415-551-2301
Email: kellis@aimhigh.org

Notice shall be effective when received if personally served or emailed or, if mailed, three days after mailing. Either PARTY must give written notice of a change of mailing address or email.

13. **Status**.
    a. This is not an employment contract. VENDOR, in the performance of this Agreement, shall be and act as an independent contractor. VENDOR understands and agrees that it and any and all of its employees shall not be considered employees of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. VENDOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to VENDOR's employees.
    b. If VENDOR is a natural person, VENDOR verifies all of the following:
        (i) VENDOR is free from the control and direction of OUSD in connection with VENDOR's work;
        (ii) VENDOR's work is outside the usual course of OUSD's business; and
        (iii) VENDOR is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the work performed for OUSD.
    c. If VENDOR is a business entity, VENDOR verifies all of the following:
        (i) VENDOR is free from the control and direction of OUSD in connection with the performance of the work;
        (ii) VENDOR is providing services directly to OUSD rather than to customers of OUSD;
        (iii) the contract between OUSD and VENDOR is in writing;
        (iv) VENDOR has the required business license or business tax registration, if the work is performed in a jurisdiction that requires VENDOR to have a business license or business tax registration;
        (v) VENDOR maintains a business location that is separate from the business or work location of OUSD;
        (vi) VENDOR is customarily engaged in an independently established business of the same nature as that involved

in the work performed;

(vii) VENDOR actually contracts with other businesses to provide the same or similar services and maintains a clientele without restrictions from OUSD;

(viii) VENDOR advertises and holds itself out to the public as available to provide the same or similar services;

(ix) VENDOR provides its own tools, vehicles, and equipment to perform the Services;

(x) VENDOR can negotiate its own rates;

(xi) VENDOR can set its own hours and location of work; and

(xii) VENDOR is not performing the type of work for which a license from the Contractor's State License Board is required, pursuant to Chapter 9 (commencing with section 7000) of Division 3 of the Business and Professions Code.

14. **Qualifications and Training**.

a. VENDOR represents and warrants that VENDOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of OUSD. VENDOR will performed the Services in accordance with generally and currently accepted principles and practices of its profession for services to California school districts and in accordance with applicable laws, codes, rules, regulations, and/or ordinances. All VENDOR employees and agents shall have sufficient skill and experience to perform the work assigned to them.

b. VENDOR represents and warrants that its employees and agents are specially trained, experienced, competent and fully licensed to provide the Services identified in this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply, if VENDOR was selected, at least in part, on such representations and warrants.

15. **Certificates/Permits/Licenses/Registration**. VENDOR's employees or agents shall secure and maintain in force such certificates, permits, licenses and registration as are required by law in connection with the furnishing of Services pursuant to this Agreement.

16. **Insurance**.

a. Commercial General Liability Insurance. Unless specifically waived by OUSD as noted in **Exhibit A**, VENDOR shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, for corporal punishment, sexual misconduct, harassment, bodily injury and property damage. Coverage for corporal punishment, sexual misconduct, and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of this Agreement (and within 15 days of each new policy year thereafter during the term of this Agreement). Evidence of insurance shall be attached to this Agreement or otherwise provided to OUSD upon request. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against VENDOR. The policy shall protect VENDOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

b. Workers' Compensation Insurance. Unless specifically waived by OUSD as noted in **Exhibit A**, VENDOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease.

17. **Testing and Screening**.

a. Tuberculosis Screening. Unless specifically waived by OUSD as noted in **Exhibit A**, VENDOR is required to screen employees who will be working at OUSD sites for more than six hours. VENDOR agents who work with students must submit to a tuberculosis risk assessment as required by Education Code section 49406 within the prior 60 days. If tuberculosis risk factors are identified, VENDOR agents must submit to an intradermal or other approved tuberculosis examination to determine that he/she is free of infectious tuberculosis. If the results of the examination are positive, VENDOR shall obtain an x-ray of the lungs. VENDOR, at its discretion, may choose to submit the agent to the examination instead of the risk assessment.

b. Fingerprinting/Criminal Background Investigation. Unless specifically waived by OUSD as noted in **Exhibit A**, for all VENDOR employees, subcontractors, volunteers, and agents providing the Services, VENDOR shall ensure completion of fingerprinting and criminal background investigation, and shall request and regularly review subsequent arrest records. VENDOR confirms that no employee, subcontractor, volunteer, or agent providing the Services has been convicted of a felony, as that term is defined in Education Code section 45122.1. VENDOR shall provide the results of the investigations and subsequent arrest notifications to OUSD.
Waivers are not available for VENDORS whose employees, subcontractors, volunteers, and agents will have any contact with OUSD students.

c. VENDOR shall use either California Department of Justice or Be A Mentor, Inc. (http://beamentor.org/OUSDPartner) finger-printing and subsequent arrest notification services.

d. VENDOR agrees to immediately remove or cause the removal of any employee, representative, agent, or person under VENDOR's control person from OUSD property upon receiving notice from OUSD of such desire. OUSD is not required to provide VENDOR with a basis or explanation for the removal request.

18. **Incident/Accident/Mandated Reporting**.

a. VENDOR shall notify OUSD, via email pursuant to Paragraph 12 (Legal Notices), within twelve (12) hours of learning of any significant accident or incident in connection with the provision of Services. Examples of a significant accident or incident include, without limitation, an accident or incident that involves law enforcement, possible or alleged criminal activity, or possible or actual exposure to a communicable disease such as COVID-19. VENDOR shall properly submit required accident or incident reports within one business day pursuant to the procedures specified by OUSD. VENDOR shall bear all costs of compliance with this Paragraph.

b. To the extent that an employee, subcontractor, agent, or representative of VENDOR is included on the list of mandated reporters found in Penal Code section 11165.7, VENDOR agrees to inform the individual, in writing that they are a mandated reporter, and describing the associated obligations to report suspected cases of abuse and neglect pursuant to Penal Code section 11166.5.

19. **Coronavirus/COVID-19**.

a. Through its execution of this Agreement, VENDOR declares that it is able to meet its obligations and perform the Services required pursuant to this Agreement in accordance with any shelter-in-place (or similar) order or curfew (or similar) order (“Orders”) issued by local or state authorities and with any social distancing/hygiene (or similar) requirements.

b. To the extent that VENDOR provides Services in person and consistent with the requirements of Paragraph 10 (Invoicing), VENDOR agrees to include additional information in its invoices as required by OUSD if any Orders are issued by local or state authorities that would prevent VENDOR from providing Services in person.

c. Consistent with the requirements of Paragraph 18 (Incident/Accident/Mandated Reporting), VENDOR agrees to notify OUSD, via email pursuant to Paragraph 12 (Legal Notices), within twelve (12) hours if VENDOR or any employee, subcontractor, agent, or representative of VENDOR (i) tests positive for COVID-19 or shows or reports symptoms consistent with COVID-19 and (ii) has been on OUSD property or has been in prolonged close contact with any OUSD student or student’s family member, staff, agents, representatives, officers, consultants, trustees, and volunteers within 48 hours of testing positive for COVID-19 or the development of symptoms consistent with COVID-19.

d. In addition to the requirements of subparagraph (c), VENDOR agrees to immediately adhere to and follow any OUSD directives regards health and safety protocols including, but not limited to, providing OUSD with information regarding possible exposure of

OUSD student or student's family member, staff, agents, representatives, officers, consultants, trustees, and volunteers to VENDOR or any employee, subcontractor, agent, or representative of VENDOR and information necessary to perform contact tracing, as well as complying with any OUSD testing and vaccination requirements.

e. VENDOR shall bear all costs of compliance with this Paragraph, including but not limited to those imposed by this Agreement.

20. **Assignment**. The obligations of VENDOR under this Agreement shall not be assigned by VENDOR without the express prior written consent of OUSD and any assignment without the express prior written consent of OUSD shall be null and void.

21. **Non-Discrimination**. It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, VENDOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735 and OUSD policy. In addition, VENDOR agrees to require like compliance by all its subcontractor (s). VENDOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex, sexual orientation, or other legally protected class.

22. **Drug-Free/Smoke Free Policy**. No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, VENDORS, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.

23. **Waiver**. No delay or omission by either PARTY in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a subsequent act from constituting a violation of this Agreement.

24. **No Rights in Third Parties**. This Agreement does not create any

rights in, or inure to the benefit of, any third party except as expressly provided herein.

25. **Conflict of Interest**.
    a. VENDOR shall abide by and be subject to all applicable, regulations, statutes, or other laws regarding conflict of interest. VENDOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without the prior approval of OUSD Human Resources.
    b. VENDOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between VENDOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.
    c. Through its execution of this Agreement, VENDOR acknowledges that it is familiar with the provisions of section 1090 *et seq.* and section 87100 *et seq.* of the Government Code, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event VENDOR receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, VENDOR agrees it shall notify OUSD in writing.

26. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion**. Through its execution of this Agreement, VENDOR certifies to the best of its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List (https://www.sam.gov/).

27. **Limitation of OUSD Liability**. Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation described in Paragraph 8 (Compensation). Notwithstanding any other provision of this Agreement, in no event shall OUSD be liable, regardless of whether

any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this Agreement for the Services performed in connection with this Agreement.

28. **Indemnification**.

a. To the furthest extent permitted by California law, VENDOR shall indemnify, defend and hold harmless OUSD, its Governing Board, agents, representatives, officers, consultants, employees, trustees, and volunteers ("OUSD Indemnified Parties") from any and all claims or losses accruing or resulting from injury, damage, or death of any person or entity arising out of VENDOR's performance of this Agreement. VENDOR also agrees to hold harmless, indemnify, and defend OUSD Indemnified Parties from any and all claims or losses incurred by any supplier, VENDOR, or subcontractor furnishing work, services, or materials to VENDOR arising out of the performance of this Agreement. VENDOR shall, to the fullest extent permitted by California law, defend OUSD Indemnified Parties at VENDOR's own expense, including attorneys' fees and costs, and OUSD shall have the right to accept or reject any legal representation that VENDOR proposes to defend OUSD Indemnified Parties.

b. To the furthest extent permitted by California law, OUSD shall indemnify, defend, and hold harmless VENDOR, its Board, agents, representatives, officers, consultants, employees, trustees, and volunteers ("VENDOR Indemnified Parties") from any and all claims or losses accruing or resulting from injury, damage, or death of any person or entity arising out of OUSD's performance of this Agreement. OUSD shall, to the fullest extent permitted by California law, defend VENDOR Indemnified Parties at OUSD's own expense, including attorneys' fees and costs.

29. **Audit**. VENDOR shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of VENDOR transacted under this Agreement. VENDOR shall retain these books, records, and systems of account during the term of this Agreement and for three (3) years after the End Date. VENDOR shall permit OUSD, its agent, other

representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to Services covered by this Agreement. Audit(s) may be performed at any time, provided that OUSD shall give reasonable prior notice to VENDOR and shall conduct audit(s) during VENDOR'S normal business hours, unless VENDOR otherwise consents.

30. **Litigation**. This Agreement shall be deemed to be performed in Oakland, California and is governed by the laws of the State of California, but without resort to California's principles and laws regarding conflict of laws. The Alameda County Superior Court shall have jurisdiction over any litigation initiated to enforce or interpret this Agreement.

31. **Incorporation of Recitals and Exhibits**. Any recitals and exhibits attached to this Agreement are incorporated herein by reference. VENDOR agrees that to the extent any recital or document incorporated herein conflicts with any term or provision of this Agreement, the terms and provisions of this Agreement shall govern.

32. **Integration/Entire Agreement of Parties**. This Agreement constitutes the entire agreement between the PARTIES and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both PARTIES.

33. **Severability**. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

34. **Provisions Required By Law Deemed Inserted**. Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.

35. **Captions and Interpretations**. Section and paragraph headings in this Agreement are used solely for convenience, and shall be wholly

disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a PARTY because that PARTY or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the PARTIES.

36. **Calculation of Time**. For the purposes of this Agreement, “days” refers to calendar days unless otherwise specified and “hours” refers to hours regardless of whether it is a work day, weekend, or holiday.

37. **Counterparts and Electronic Signature**. This Agreement, and all amendments, addenda, and supplements to this Agreement, may be executed in one or more counterparts, all of which shall constitute one and the same amendment. Any counterpart may be executed and delivered by facsimile or other electronic signature (including portable document format) by either PARTY and, notwithstanding any statute or regulations to the contrary (including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom), the counterpart shall legally bind the signing PARTY and the receiving PARTY may rely on the receipt of such document so executed and delivered electronically or by facsimile as if the original had been received. Through its execution of this Agreement, each PARTY waives the requirements and constraints on electronic signatures found in statute and regulations including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom.

38. **W-9 Form**. If VENDOR is doing business with OUSD for the first time, VENDOR acknowledges that it must complete and return a signed W-9 form to OUSD.

39. **Agreement Publicly Posted**. This Agreement, its contents, and all incorporated documents are public documents and will be made available by OUSD to the public online via the Internet.

40. **Signature Authority**.
    a. Each PARTY has the full power and authority to enter into and perform this Agreement, and the person(s) signing this Agreement on behalf of each PARTY has been given the proper authority and empowered to enter into this Agreement.
    b. Notwithstanding subparagraph (a), only the Superintendent,

Chiefs, Deputy Chiefs, and the General Counsel have been delegated the authority to sign contracts for OUSD, and only under limited circumstances, which require ratification by the OUSD Governing Board. VENDOR agrees not to accept the signature of another other OUSD employee as having the proper authority and empowered to enter into this Agreement or as legally binding in any way.

a. Notwithstanding Paragraph 11, if this Agreement is executed by the signature of the Superintendent, Chiefs, Deputy Chiefs, or General Counsel under their delegated authority, and the Board thereafter declines to ratify the Agreement, the Agreement shall automatically terminate on the date that the Board declines to ratify it. OUSD shall compensate VENDOR for Services satisfactorily provided through the date of termination. Upon termination, VENDOR shall provide OUSD with all materials produced, maintained, or collected by VENDOR pursuant to this Agreement, whether or not such materials are complete or incomplete or are in final or draft form.

41. **Contract Contingent on Governing Board Approval.** OUSD shall not be bound by the terms of this Agreement unless and until it has been (i) formally approved by OUSD's Governing Board or (ii) validly and properly executed by the OUSD Superintendent, the General Counsel, or a Chief or Deputy Chief authorized by the Education Code or Board Policy, and no payment shall be owed or made to VENDOR absent such formal approval or valid and proper execution.

IN WITNESS WHEREOF, the PARTIES hereto agree and execute this Agreement and to be bound by its terms and conditions:

VENDOR

Name: Kelly Ellis Signature: DocuSigned by: Kelly Ellis 7909CA1CE96E4C2

Position: Senior Director of Finance and Operations Date: 4/21/2023

One of the terms and conditions to which VENDOR agrees by its signature is subparagraph (e) of Paragraph 8 (Compensation), which states that VENDOR acknowledges and agrees not to expect or demand payment for *any Services performed prior to the PARTIES, particularly OUSD, validly and properly executing this Agreement until this Agreement is validly and properly executed and shall not rely on verbal or written communication from any individual, other than the President of the OUSD Governing Board, the OUSD Superintendent, or the OUSD General Counsel, stating that OUSD has validly and properly executed this Agreement. VENDOR specifically acknowledges and agrees to this term/condition on the above date.*

OUSD

Name: Mike Hutchinson Signature: ____________________

Position: President, Board of Education Date: 5/25/2023

X Board President

☐ Superintendent

☐ Chief/Deputy Chief/Executive Director

Name: Kyla Johnson-Trammell Signature: ____________________

Position: Secretary, Board of Education Date: 5/25/2023

Template approved as to form by OUSD Office of the General Counsel.

EXHIBIT A

1A. **General Description of Services to be Provided**: *Provide a description of the service(s) VENDOR will provide.*

Contractor will provide nine hours of daily summer academic support and enrichment to OUSD students who are in need of summer services to counter summer learning loss; program activities will be based on youth development quality standards; work collaboratively with the District Summer Learning and After School Programs Offices to ensure that students in need receive at least nine hours of daily summer learning, enrichment, physical activity, and support services; conduct outreach for summer student recruitment and communicate regularly with families over the summer; fulfill District grant reporting requirements, including submission of summer attendance records; and maintain regular communication with District Summer Learning and After School Programs Offices to review progress on summer program goals for the Summer Learning Program at West Oakland Middle School. Providers will comply with 21st Century Community Learning Centers, ESSER, and Expanded Learning Opportunities Program grant requirements.

1B. **Description of Services to be Provided During School Closure or Similar Event**: *If there is a school closure (e.g., due to poor air quality, planned loss of power, COVID-19) or similar event in which school sites and/or District offices may be closed or otherwise inaccessible, would services be able to continue?*

☐ No, services would not be able to continue.

☐ Yes, services would be able to continue as described in 1A.

X Yes, but services would be different than described in 1A. Please briefly describe how the services would be different.
Services would be delivered remotely.

1C. **Rate of Compensation**: *Please describe the basis by which compensation will be paid to VENDOR:*

☐ Hourly Rate: **$**Click or tap here to enter text. per hour

☐ Daily Rate: **$**Click or tap here to enter text. per day

☐ Weekly Rate: **$**Click or tap here to enter text. per week

☐ Monthly Rate: **$**Click or tap here to enter text. per month

X Per Student Served Rate: **$**30.54 per day per student served

☐ Performance/Deliverable Payments: Describe the performance

and/or deliverable(s) as well as the associated rate(s) below:
Click or tap here to enter text.

2. **Specific Outcomes**: *(A) What are the expected outcomes from the services of this Agreement? Please be specific. For example, as a result of the service(s): How many more OUSD students will graduate from high school? How many more OUSD students will attend school 95% or more? How many more OUSD students will have meaningful internships and/or paying jobs? How many more OUSD students will have access to, and use, the health services they need? (B) Please describe the measurable outcomes specific to the services. Please complete the sentence prompt: "Participants will be able to…" C. If applicable, please provide details of program participation. Please complete the sentence prompt: "Students will…"*
Students will be able to continue to catch up on lost learning from recent years and be better positioned to begin next school year.

3. **Alignment with School Plan for Student Achievement – SPSA (required if using State or Federal Funds):** *Please select the appropriate option below:*
   ☐ Action Item included in Board Approved SPSA (no additional documentation required) – Item Number:
   Click or tap here to enter text.
   ☐ Action Item added as modification to Board Approved SPSA – School site must submit the following documents to the Strategic Resource Planning for approval through the Escape workflow process:
   - Meeting announcement for meeting in which the SPSA modification was approved.
   - Minutes for meeting in which the SPSA modification was approved indicating approval of the modification.
   - Sign-in sheet for meeting in which the SPSA modification was approved.

4. **Adapting Services for Students with Disabilities**: If VENDOR will provide direct services to students under this Agreement, describe the manner in which services will be accommodated, modified, or otherwise adapted to meet the unique needs of students with disabilities:
   Vendor will assess needs of individual students and adapt

programming with reasonable accommodations as needed.

5. **Waivers**: *OUSD has waived the following. Confirmation of the waiver is attached herewith:*

☐ Commercial General Liability Insurance (Waiver only available, at OUSD's sole discretion, if VENDOR's employees, subcontractors, volunteers, and agents will have no contact (in-person ***or virtual***) with OUSD students, and the compensation not-to-exceed amount is $25,000 or less.)

☐ Corporal Punishment Insurance Coverage. (Waiver only available, at OUSD's sole discretion, if VENDOR's employees, subcontractors, volunteers, and agents will have no contact (in-person or virtual) with OUSD students.)

☐ Workers' Compensation Insurance (Waiver only available, at OUSD's sole discretion, if VENDOR has no employees.)

☐ Tuberculosis Screening (Waiver only available, at OUSD's sole discretion, if VENDOR's employees, subcontractors, volunteers, and agents will have no in-person contact with OUSD students.)

☐ Fingerprinting/Criminal Background Investigation (Waiver only available, at OUSD's sole discretion, if VENDOR's employees, subcontractors, volunteers, and agents will have no contact (in-person ***or virtual***) with OUSD students.)

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	West Oakland Middle School	**Summer Principal:**	Summer Leader Name	**What model are you supporting?**	Independent	**Grades Served:**	5-9
Lead Agency Name:	Aim High for High School	**Site Coordinator:**	Summer Site Coordinator Name	**Target Summer (ADA) Average Daily Attendance:**	65	**Student Start Date**	6/12/2023
Official Summer Learning Name	Aim High - WOMS - Summer Ind. Program					**Student End Date**	7/14/2023

Section 2: Lead Agency Assurances:	
	Please review and initial each item and sign below.
☑	_BA_ I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	_BA_ I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	_BA_ I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☑	__ I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☑	_BA_ I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	_BA_ I understand OUSD Summer Programs are intended to be free programs.
☐	**Name and Signature of Summer Lead Agency Director:**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
Retention of students from previous summers: email and letter sent to families who attended in 2022 by Feb 15. Follow up emails and phone calls to those families from Feb 15 - April 7. New student recruitment via classroom presentations at host schools, neighboring schools and feeder school beginning Feb 15 - April 7. Follow up presentations and tabling during select family events at host schools. Outreach to new incoming 6th grade students at host schools beginning after Spring Break. Continued outreach to all eligible students through school newsletters, Parent Square and on site with Aim High collateral and school support. After April 7 (application deadline) we will continue outreach, especailly at host schools until all spots are filled.	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	6/8/2023

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed
You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.
Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.
The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Amandria Banks	abanks@aimhigh.org		
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	**# of students**	**Hours to be used**		**Room Number & Name of Space**	**# of students**	**Hours to be used**
classroom	20	8 - 5		black top	100	8 - 5
classroom	20	8 - 5				
classroom	20	8 - 5				
classroom	20	8 - 5				
classroom	20	8 - 5				
classroom	20	8 - 5				
classroom	20	8 - 5				
cafeteria	100	8 - 5				

For off-site programs, please add the address where the summer program will be held.

Section 7: Distance Learning Addendum	
In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	lessons and activities will be adjusted so students can access content via google classroom
Describe how the program will engage students virtually if in-person instruction is halted.	daily community building opportunities as well as academic and enrichment opportunities through zoom, facilitated by Aim High teaching staff
Does the agency have the capacity to enroll students online?	yes. www.aimhigh.org/apply
How would the program recruit students with the shelter in place requirement?	zoom presentations in partnership with schools and classroom teachers, ParentSquare messags and utilizing school based newsletters

Signature of Summer Lead Agency Director	DocuSigned by: Kelly Ellis 7909CA1CE96E4C2	4/21/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F68692CE0406...	4/21/2023

	SUMMER 2023 BUDGET PLANNING SPREADSHEET		
Site Name:	**West Oakland Middle School**		
Site #:	**204**		
Lead Agency	**Aim High**		
# Of Summer Students	**65**		
# Of Summer Program Days	**23**		
Total Su mmer	**45,657.30**	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS			
		45,657.30	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer		8,125.00
4310	Curriculum		
5829	Field Trips (fees, supplies)		
	Bus tickets for students		
	Rental bus for field trips		
	Snacks		
	Incentives		
	Family Night Supplies		
	TOTAL BOOKS AND SUPPLIES	**0.00**	**8,125.00**
CONTRACTED SERVICES			
5825	Site Coordinator (list here if CBO staff)		2,000.00
5825	Site Director (1 staff X 199.5 HOURS X $45, + 25 HOURS	895.00	13,145.00
5825	Assistant Teachers (2 staff X 199.5 HOURS X $21, + 6	8,757.00	
5825	High School Interns (1 intern at minimum wage)	3,598.00	
5825	Campus Coordinator (1 staff X 199.5 HOURS X $27, + 6	5,630.00	
5825	Student Support Specialist (1 staff X 199.5 HOURS X	6,881.00	
5825	Academic Instructors (4 of staff X total hours X hourly	12,093.00	
5825			
5825	STEM Instructors (2 of staff X total hours X hourly rate,	6,047.00	
5825	Contracted OUSD Summer Teachers		

5825			
5825	Professional Development		
5825	Employee benefits		4,115.00
	Total Services	**43,901.00**	**19,260.00**
IN-KIND DIRECT SERVICES			
	Total value of in-kind direct services	**0.00**	**0.00**
SUBTOTALS			
	Subtotals DIRECT SERVICE	**43,901.00**	**27,385.00**
	Allowable lead agency admin costs (at 4% of	**1,756.04**	
TOTALS			
	Total BUDGETED	45,657.04	
	BALANCE remaining to allocate	**0.26**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F68692CE0405... 4/21/2023

Lead

DocuSigned by: Kelly Ellis 7909CA1CE96E4C2... 4/21/2023

Statement of Qualifications

Our Mission Aim High creates life-changing opportunities in the summer and beyond.
Our community:

- NURTURES the promise and potential of middle school students from low-income neighborhoods.
- PREPARES students for high school, setting them on the path to college and future success.
- INSPIRES the next generation of teachers and educational leaders.

Our Vision Our vision is to close the opportunity and achievement gaps in Northern California through our transformational summer learning program. We envision every middle school student having access to joyful summer learning, inspired and innovative teachers, and the support they need to succeed in school and life.

History Since 1986, Aim High has worked to reduce the achievement and opportunity gaps prevalent among low- income middle school students. We serve students throughout their middle school years during the critical summer months, helping to prevent learning loss and prepare students for the upcoming school year and the transition to high school. Aim High is not a summer school of remediation. In our rigorous classes, youth begin to see their potential, work to prepare for the year ahead, look beyond to high school, and learn about the path to college.

Through this middle school program, Aim High makes a profound impact on emerging teachers. Our team- teaching model pairs veteran educators with high school and college interns, more than half of whom are Aim High graduates and other low-income students of color. This unique model serves two purposes: it inspires young people to pursue teaching careers, and it provides our middle school students with extra classroom attention from positive and diverse role models and mentors.

Aim High has a measurable record of accomplishment. We have grown from one campus to 18, trained 2,000 teachers and prepared nearly 10,000 low-income middle school students for high school, college and career success. We serve high-need neighborhoods in San Francisco, Oakland, East Palo Alto, Redwood City, San Rafael, Napa and the Tahoe-Truckee basin.

Once admitted to Aim High, students are welcomed back for the next three summers until they enter the ninth grade. And they are excited to return. Three-fourths of our students attend for multiple summers. This high retention results in positive outcomes: 91% of students report feeling more confident about doing their schoolwork in the upcoming year and 85% of students show improvement in their reading, writing, math and science.

As a result of their participation in our program, Aim High alumni graduate high school and enroll in college at twice the rate of their low-income peers. **98% of our alumni graduate from high school on time and enroll in college compared to 52% of low-income students nationally.**

Our Model

Statement of Qualifications

Aim High's tuition-free, award-winning program begins in June annually and runs for five weeks. We guarantee admission for four summers, during grades six through nine. This allows us to support our students throughout the challenging transitions to middle school and to high school and provide them with a nurturing community. Our program includes the following:

- **Low Student-to-Teacher Ratio**— All classes are team-taught by a veteran teacher and teaching assistants (local high school or college students). This model ensures that students receive the one-on-one support they need to strengthen fundamental skills, while providing Aim High alumni and other low-income students of color with meaningful job opportunities and inspiring them to pursue careers in education. Our 8:1 student- teacher ratio is significantly lower than the California average of 24:1 (the highest in the country).
- **Rigorous Academics**— Aim High is not a summer school of remediation. Our curriculum is designed to reinforce what students learned the previous year and prepare them for the year ahead. Our STEM, SEL focus and humanities classes offer students hands-on, project-based learning experiences.
- **Social/Emotional Development**—SEL learning is embedded into all Aim High classes and activities, and is focused on in our hallmark Issues and Choices class, which is offered daily alongside academic classes. In this adolescent development course, students explore difficult but important topics, including bullying, peer pressure, identity, community, and racism. Aim High believes social and emotional development is foundational to academic growth.
- **Enrichment Electives**—Aim High's enrichment classes weave together arts exploration, studies in culture and diversity, community service, and leadership skill development. Aim High youth learn how to choose positive activities that further their personal dreams and stretch their capacities.
- **College/Career Awareness**—Students participate in structured college and career awareness activities, such as college tours, career panels with local leaders, and career visits to local companies.
- **Parent Engagement** —Aim High takes a holistic, community-based approach to learning. Each year, we engage the parents of our students with three events during our summer program. Families explore high school and college options; learn about how to pay for college; and are connected to community resources and partner programs. Parents are also able to see first hand what students are learning through group activities, demonstrations and student-led tours of Aim High classrooms**.**
- **Health and Wellness**— Aim High students receive two healthy meals per day and, if needed, counseling/support from trained social workers.

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 03/09/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Business Professional Insurance Associates 1519 South B Street San Mateo, CA 94402 License #: 0D69286	CONTACT NAME: Kimeral Anthony PHONE (A/C, No, Ext): (650)341-4484 FAX (A/C, No): (650)341-4465 E-MAIL ADDRESS: kanthony@bpia.net
INSURED Aim High for High School P.O. Box 410715 San Francisco, CA 94141	

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A :	Nonprofits Insurance Alliance of CA	NIAC
INSURER B :	Nonprofits Insurance Alliance of CA	
INSURER C :	Technology Insurance Co. 42376	
INSURER D :		
INSURER E :		
INSURER F :		

COVERAGES **CERTIFICATE NUMBER:** 00028383-109061 **REVISION NUMBER:** 9

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY PRO-JECT LOC OTHER:	Y		2023-06799	01/01/2023	01/01/2024	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 500,000
							MED EXP (Any one person)	$ 20,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 2,000,000
							PRODUCTS - COMP/OP AGG	$ 2,000,000
								$
A	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY SCHEDULED AUTOS X HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY			2023-06799	01/01/2023	01/01/2024	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
								$
B	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ NONE			2023-06799-UMB	01/01/2023	01/01/2024	EACH OCCURRENCE	$ 5,000,000
							AGGREGATE	$ 5,000,000
								$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		TWC4199925	01/01/2023	01/01/2024	X PER STATUTE OTH-ER	
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
A	Improper Sexual Cond			2023-06799	01/01/2023	01/01/2024	Aggr/Ea Claim	3 mil/1 mil
A	Social Service PL			2023-06799	01/01/2023	01/01/2024	Aggr/Ea Event	$2M/$1M

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Oakland Unified School District is Additional Insured with regard to General Liability when required by written contract per the attached endorsement form.

Improper Sexual Conduct coverage includes Corporal Punishment.

CERTIFICATE HOLDER	CANCELLATION
Oakland Unified School District Attn: Risk Management 1000 Broadway, Suite 440 Oakland, CA 94607	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE Kimeral Anthy (KDA)

  Printed by KDA on 03/09/2023 at 01:55PM

IMPROPER SEXUAL CONDUCT AND PHYSICAL ABUSE
LIABILITY COVERAGE FORM

PLEASE READ THE ENTIRE FORM CAREFULLY

Various provisions in this policy restrict coverage. Read the entire policy carefully to determine rights, duties and what is and is not covered.

Throughout this policy the words "you" and "your" refer to the Named Insured shown in the Declarations. The words "we", "us" and "our" refer to the Company issuing this policy.

The word "insured" means any person or organization qualifying as such under SECTION 4 - WHO IS AN INSURED.

Other words and phrases that appear in quotation marks have special meaning. Refer to SECTION 7- DEFINITIONS.

SECTION 1 - COVERAGES

BODILY INJURY ARISING FROM IMPROPER SEXUAL CONDUCT OR PHYSICAL ABUSE

1. Insuring Agreement.

a. We will pay those sums that an insured becomes legally obligated to pay as "damages" because of "bodily injury" arising from "improper sexual conduct" or "physical abuse". No other obligation or liability to pay sums or perform acts or services is covered unless explicitly provided for under SECTION 3 - OTHER PAYMENTS. SECTION 5 - LIMITS OF INSURANCE includes sums paid for "damages" and OTHER PAYMENTS. The first act of "improper sexual conduct" or "physical abuse" must be committed in the "coverage territory" during the effective dates of this policy's period. We will have the right and duty to defend any "suit" seeking such "damages". But:

(1) The amount we will pay for "damages" and SECTION 3 - OTHER PAYMENTS is limited as described in SECTION 5 - LIMITS OF INSURANCE;

(2) We may, at our discretion, investigate and settle any "claim", "claims" or "suit" seeking such "damages"; and

(3) Our right and duty to defend ends when we have exhausted the applicable limits as described in SECTION 5 – LIMITS OF INSURANCE or of items explicitly provided for under SECTION 3 - OTHER PAYMENTS.

b. Any "claim", "claims" or "suits" for "damages" because of "bodily injury" arising from a single act or a series of continuous or repeated acts of "improper sexual conduct" or "physical abuse" by the same person or two or more persons acting in concert, including "damages" claimed by any person or organization for care, loss of services, or death resulting at any time from "bodily injury" arising from "improper sexual conduct" or "physical abuse", will be considered as having resulted from the same "improper sexual conduct" or "physical abuse", which shall be deemed to have been committed on the date of the first such act. The date of the first such act of "improper sexual conduct" or "physical abuse" must take place during the effective dates of this policy.

SECTION 2 - EXCLUSIONS

1. This insurance does not apply to “bodily injury” arising from “improper sexual conduct” or “physical abuse” to:
   a. An employee of an insured;

   b. The spouse, parent, brother or sister of an employee of an insured;

   c. A “resident relative” under the age of 18 of any employee of an insured, where the “improper sexual conduct” or “physical abuse” is committed or alleged to be committed by that employee.

   This exclusion shall not apply when the “bodily injury” is sustained while the claimant is also your client and receiving services that you customarily provide and the “bodily injury” results from those services.

2. This insurance does not apply to "bodily injury" arising from “improper sexual conduct” or “physical abuse” for which an insured is obligated to pay “damages” by reason of the assumption of liability in a contract or agreement. This exclusion does not apply to liability for “damages” that an insured would have in the absence of the contract or agreement.

3. This insurance does not apply to “bodily injury" arising from “improper sexual conduct” or “physical abuse” which is subject to any obligation of an insured pursuant to a worker’s compensation, disability benefits or unemployment compensation law or any similar law.

4. This insurance does not apply for the benefit of any individual insured who intentionally caused the "bodily injury" that is the subject of the “claim”, “claims” or “suit” or is convicted of a criminal offense as a result of any “improper sexual conduct” or “physical abuse”.

5. This insurance does not provide any coverage for or pay any defense fees or related costs arising from a criminal action or proceeding.

6. This insurance does not apply to "bodily injury" arising from “improper sexual conduct” or “physical abuse” which takes place prior to or after the effective dates of this policy.

7. This insurance does not apply to any “claim”, “claims” or “suit” of “sexual harassment” arising out of the employment status of the claimant.

8. This insurance does not apply to any “claim”, “claims” or “suit” of “sexual harassment” arising out of the volunteer status of the claimant.

9. This insurance does not apply to any “claim”, “claims” or “suit” of “sexual harassment” arising out of the business invitee status of the claimant.

10. This insurance does not apply to any “claim”, “claims” or “suit” for “bodily injury” arising from “improper sexual conduct” or “physical abuse” resulting from an act, error or omission committed in the performance of professional services, except for an insured’s failure to provide professional services to any person or the neglect of the therapeutic needs of any person because of “improper sexual conduct” or “physical abuse” following any form of “improper sexual conduct” or “physical abuse” for which an insured could be legally liable.

SECTION 3 - OTHER PAYMENTS

THESE PAYMENTS WILL REDUCE THE LIMITS OF INSURANCE.

We will pay, with respect to any "claim", “claims” or "suit" we defend:

1. All expenses we incur, including but not limited to, reasonable and customary attorney fees, costs and disbursements.

2. The cost of a bond or bonds to release attachments, but only for bond amounts within the applicable limit of insurance. We do not have to apply for or furnish the bond or bonds.

3. All reasonable expenses incurred by an insured at our request to assist us in the investigation or defense of the "claim", “claims” or "suit”, including actual loss of earnings up to $100 a day because of time off from work.

4. All costs taxed against an insured in the "suit" but this does not include any attorney’s fees or expert witness fees taxed as costs pursuant to statute.

5. Pre-judgment interest awarded against an insured on that part of the judgment we pay. If we make an offer to pay the applicable limit of insurance, we will not pay any pre-judgment interest based on that period of time after the offer.

6. All interest on the full amount of any judgment that accrues after entry of the judgment and before we have paid, offered to pay or deposited in court the part of the judgment that is within the applicable limit of insurance.

7. Up to $10,000 to reimburse you for wages paid to your employee who is suspended with pay during the investigation or defense of the “improper sexual conduct” or “physical abuse” allegations.

SECTION 4 - WHO IS AN INSURED

1. If you are designated in the Declarations as:

    a. A nonprofit corporation, you are an insured. Your executive officers and directors are insureds, but only with respect to their duties as your executive officers and directors.

    b. A partnership or joint venture, you are an insured. Your members, your partners and their spouses are also insureds, but only with respect to the conduct of your business.

2. Each of the following is also an insured:

    a. Your employees, volunteers, interns and students-in-training, but only for acts within the scope of their employment, volunteer work, internship or training with you.

    b. The legal representative of any insured who has died, but only with respect to the duties of that legal representative as such. That legal representative will have all of the deceased insured’s rights and duties under this policy.

3. Any organization you newly acquire or form, other than a partnership or joint venture over which you maintain ownership or majority ownership or controlling interest, will be deemed to be an insured if there is no other similar insurance available to that organization. However:

a. Coverage under this provision is afforded only if you notify us before the acquisition of or formation of such organization and agree to pay us an additional premium that we deem appropriate; and

b. Coverage does not apply to "bodily injury" arising from “improper sexual conduct” or “physical abuse” that was committed before you acquired or formed the organization.

No person or organization is an insured with respect to the conduct of any current or past partnership or joint venture that is not shown as a Named Insured in the Declarations.

No person is an insured for liability arising out of any “improper sexual conduct” or “physical abuse” that results in a criminal conviction of that person. However, any individual insured who is the subject of a criminal action or proceeding will continue to qualify as an insured under this policy for the civil action alleging “improper sexual conduct” or “physical abuse” until such time as the individual insured is convicted of a criminal offense as a result of “improper sexual conduct” or “physical abuse” or is found to have intentionally caused the “bodily injury” that is the subject of the civil action.

No person is an insured with respect to “bodily injury” resulting from any “improper sexual conduct” or “physical abuse” which arises out of an act, error or omission performed in that person’s capacity or responsibility as a foster parent, adoptive parent or biological parent.

SECTION 5 - LIMITS OF INSURANCE

1. The Limits of Insurance shown in the Declarations and the rules below fix the most we will pay regardless of the number of:

    a. Insureds;

    b. “Claim” or "claims" made or "suits" brought; or

    c. Persons or organizations making a “claim” or "claims" or bringing a "suit."

2. The General Aggregate Limit is the most we will pay for the sum of all items explicitly provided for under SECTION 3 - OTHER PAYMENTS and all “damages” under this policy.

3. Subject to 1 and 2 above, whichever applies, the Each Claim Limit is the maximum we will pay for the sum of all items explicitly provided for under SECTION 3 - OTHER PAYMENTS and “damages” because of all "bodily injury" sustained by any person or persons arising from "improper sexual conduct” or “physical abuse” committed by any one person or two or more persons acting in concert.

4. Subject to 1, 2, and/or 3 above, whichever applies, the limit for Each Claim is the maximum we will pay for “damages” for "bodily injury" sustained in any one "claim" and includes all derivative “claim” or "claims", including but not limited to, loss of society, loss of companionship, loss of services and loss of consortium.

5. The limits of this coverage apply separately to each consecutive annual period, starting with the beginning of the policy period shown in the Declarations, unless the policy period is extended after issuance for an additional period of less than 12 months. In that case, the additional period will be deemed part of the last preceding period for purposes of determining the Limits of Insurance and will not increase or reinstate the applicable limits of insurance.

SECTION 6 - CONDITIONS

1. Bankruptcy.

   Bankruptcy or insolvency of an insured or of an insured's estate will not relieve us of our obligations under this policy.

2. Your Duties.

   a. You must see to it that we are notified as soon as practicable if you become aware of any “improper sexual conduct” or “physical abuse” which may result in a "claim", “claims” or “suit.” To the extent possible, notice should include:

      (1) How, when and where the “improper sexual conduct” or “physical abuse” took place;

      (2) The names and addresses of any injured persons and witnesses; and

      (3) The nature and location of any "bodily injury" arising from the “improper sexual conduct” or “physical abuse”.

   b. If a "claim" or “suit” is received by any insured you must:

      (1) Immediately record the specifics of the "claim" or “suit” and the date received; and

      (2) Notify us as soon as practicable by any means available. You must see to it that we receive written notice of the "claim" or “suit” as soon as practicable.

   c. You and any other involved insured must:

      (1) Immediately send us copies of any demands, notices, summonses or legal papers received in connection with the "claim", “claims” or "suit"; and

      (2) Authorize us to obtain records and other information;

      (3) Cooperate with us in the investigation, settlement or defense of the "claim", “claims” or "suit"; and

      (4) Assist us, upon our request, in the enforcement of any right against any person or organization which may be liable to an insured because of “damages” to which this insurance may apply.

   d. No insured will, except at that insured’s own cost, voluntarily make a payment, assume any obligation, or incur any expense, other than for medical first aid, without our prior written consent.

3. Legal Action Against Us.

No person or organization has a right under this policy:

   a. To join us as a party or otherwise bring us into a "suit" asking for “damages” from an insured; or

   b. To sue us on the coverage provided by this policy unless all of this policy’s terms have been fully complied with.

A person or organization may sue us to recover on an agreed settlement or on a final judgment against an insured obtained after an actual trial; but we will not be liable for “damages” that are not payable under the terms of this policy or that are in excess of the applicable limit of insurance.

An agreed settlement means a settlement and release of liability signed by us, an insured and the claimant or the claimant's legal representative.

4. Other Insurance.

   a. Primary Insurance. This insurance is primary except when b. below applies. If this insurance is primary, our obligations are not affected unless any of the other insurance is also primary. Then, we will share with all that other insurance by the method described in c. below.

   b. This insurance is excess over:

      (1) Any other applicable insurance, whether primary, excess, contingent or on any other basis, that is written on a claims-made basis; or

      (2) Any other primary insurance available to any insured covering “damages” arising from “improper sexual conduct” or “physical abuse” for which that insured has been added as an additional insured by an endorsement to that other primary insurance.

When this insurance is excess, we will have no duty under this coverage to defend any “claim”, "claims" or "suit" that any other insurer has a duty to defend. If no other insurer defends, we will undertake to do so, but we will be entitled to the insured's rights against that other insurer or insurers. When this insurance is excess over other insurance, we will pay only our share of the amount of the loss, if any, that exceeds the sum of:

(1) The total amount that all such other insurance would pay for the loss in the absence of this insurance; and

(2) The total of all deductible and self-insured amounts under all that other insurance.

We will share the remaining loss, if any, with any other insurance that is not described in this excess insurance provision and was not bought specifically to apply in excess of the Limits of Insurance shown in the Declarations of this Coverage.

   c. Method of Sharing.

If all of the other insurance permits contribution by equal shares, we will follow this method also. Under this approach each insurer contributes equal amounts until it has paid its applicable limit of insurance or none of the loss remains, whichever comes first.

If any of the other insurance does not permit contribution by equal shares, we will contribute by limits. Under this method, each insurer's share is based on the ratio of its applicable limit of insurance to the total applicable limits of insurance of all insurers.

   d. No coverage shall be afforded by this policy if coverage for the “claim”, “claims” or “suit” is afforded under any other policy issued by us.

5. Premium Audit.

   a. We will compute all premiums for this policy in accordance with our rules and rates.

   b. The premium shown in this policy as advance premium is a deposit premium only. At the close of each audit period we will compute the earned premium for that period. Audit premiums are due and payable on notice to you. If the sum of the advance and audit premiums paid for the policy term is greater than the earned premium, we will return the excess you.

c. You must keep records of the information we need for premium computation and send us copies at such times as we may request.

6. Representations.

By accepting this policy, you agree that:

a. The statements in the Application for this insurance and the Declarations to this policy are accurate and complete;

b. Those statements are based upon representations you made to us;

c. We have issued this policy in reliance upon your representations; and

d. You will promptly inform us of any changes in such representations which may occur during this policy's period.

7. Separation of Insureds.

Except with respect to the SECTION 5 - LIMITS OF INSURANCE, and any rights or duties specifically assigned to the Named Insured, this insurance applies:

a. As if each Named Insured were the only Named Insured; and

b. Separately to each insured against whom a "claim", or “claims” is made or a "suit" is brought.

8. Transfer of Rights of Recovery Against Others to Us.

If an insured has rights to recover all or part of any payment we have made under this policy, those rights are transferred to us. The insured must do nothing after a “claim”, “claims” or “suit” to impair those rights. At our request, the insured will bring legal action or transfer those rights to us and help us enforce them.

9. Your Right to Claim Information.

If requested to do so in writing, we will provide you the following information relating to this and any preceding “improper sexual conduct” or “physical abuse” liability coverage we have issued to you during the previous three years:

a. A list or other record of each "claim" that has been reported to us. We will include the loss date and a brief description of the "claim" if that information was in the notice we received.

b. A summary by policy year, of payments made and amounts reserved, stated separately, under any applicable General Aggregate Limit.

Amounts reserved are based on our judgment. The reserved amounts are subject to change and should not be regarded as ultimate settlement values. If we cancel or elect not to renew this policy, upon receipt of written request, we will provide such information no later than 30 days before the date of policy termination. In other circumstances, we will provide this information only if we receive a written request from you within 60 days after the end of the policy period. In this case, we will provide this information within 45 days of our receipt of this request.

We compile "claim" information for our own business purposes and exercise reasonable care in doing so. In providing this information to you, we make no representations or warranties to insureds, insurers, or others to whom this information is furnished by or on behalf of any insured. Cancellation or non-renewal will be effective even if we inadvertently provide inaccurate information.

SECTION 7 - DEFINITIONS

1. "Bodily injury" means physical injury, sickness or disease including emotional distress or mental anguish sustained by a person, “Bodily injury” includes death resulting from “improper sexual conduct” or “physical abuse”.

2. "Claim" or "claims" means any demand or "suit" against any insured which seeks “damages” for "bodily injury" arising from "improper sexual conduct” or “physical abuse”. It is understood that the "claim", "claims" or “suit” must result from “improper sexual conduct” or “physical abuse” that is committed during the effective dates of this policy.

3. “Coverage territory" means:
   a. The United States of America (including its territories and possessions), Puerto Rico and Canada;
   b. International waters or airspace, provided the “bodily injury”’ or “physical abuse” does not occur in the course of travel or transportation to or from any place not included in 3.a. above; or
   c. All parts of the world if:
      (1) The person or persons responsible for the acts of “improper sexual conduct” or “physical abuse” residence is in the territory described in 3.a. above, but is away for a short time on your business; and
      (2) The insured's responsibility to pay “damages” is determined in a "suit" on the merits in the territory described in 3.a. above or in a settlement we agree to.

4. "Damages" means the monetary portion of any judgment or award or a settlement to which we have consented, but does not include:
   a. Civil or criminal fines, sanctions or penalties;
   b. Punitive or exemplary damages;
   c. The multiplied portion of multiplied “damages”;
   d. Any amount uninsurable under the law pursuant to which this coverage shall be construed; or
   e. Equitable relief, including but not limited to, injunctions, restraining orders or restitution, as well as the costs of complying with equitable relief.

5. “Improper sexual conduct” means actual, attempted, or alleged unlawful sexual conduct by one person or two or more persons acting in concert as prohibited by federal or state law, including but not limited to sexual abuse, sexual molestation, sexual assault, sexual battery, sexual exploitation, erotic physical contact, sexual injury, the failure to report an incident of “improper sexual conduct” to the proper authorities, the withholding of pertinent information concerning an incident of “improper sexual conduct” from the proper authorities or the failure to provide professional services to any person or the neglect of the therapeutic needs of any person because of “improper sexual conduct” following any form of “improper sexual conduct” for which an insured could be legally liable.

Each, every and all actual, threatened or alleged act or acts of “improper sexual conduct” committed by, participated in, directed by, instigated by or knowingly allowed to happen by one person or two or more persons acting in concert shall be considered to be one act of “improper sexual conduct” regardless of:

a. the number of injured parties;

b. the period of time over which the act or acts of “improper sexual conduct” take place; or

c. the number of acts of “improper sexual conduct”.

6. “Physical abuse” includes, but is not limited to, any act of actual or threatened assault, including assault with a deadly weapon or force likely to produce bodily harm, battery, unreasonable physical restraint or constraint, the failure to report an incident of “physical abuse” to the proper authorities, the withholding of pertinent information concerning an incident of “physical abuse” from the proper authorities or the failure to provide professional services to any person or the neglect of the therapeutic needs of any person because of “physical abuse” following any form of “physical abuse” for which an insured could be legally liable. Each, every and all actual, threatened or alleged act or acts of “physical abuse” committed by, participated in, directed by, instigated by or knowingly allowed to happen by one person or two or more persons acting in concert shall be considered to be one act of “physical abuse” regardless of:

   a. the number of injured parties;

   b. the period of time over which the act or acts of “physical abuse” take place; or

   c. the number of acts of “physical abuse”.

7. "Resident relative" means a person related to any of “your officers, directors, employees, volunteers, interns or students-in-training by blood, marriage, civil union or adoption and who is a member of the household of that officer, director, employee, volunteer, intern or student-in-training. “Resident relative” includes a ward or foster child.

8. “Sexual harassment” means unwelcome sexual advances, requests for sexual favors, or verbal, visual or physical conduct of a sexual nature when such conduct:

   a. is linked implicitly or explicitly with a decision affecting the employment status of the past or present employee, volunteer status of the past or present volunteer or the business invitee status of the past or present business invitee of the insured,
   b. interferes with the job performance of an employee, a volunteer or business invitee of the insured, or
   c. creates an intimidating, hostile or offensive working environment for an employee, a volunteer or business invitee of the insured.

9. "Suit" or “suits” means a civil proceeding, including any appeal therefrom, in which “damages” because of "bodily injury" arising from “improper sexual conduct” or “physical abuse” to which this insurance applies are alleged. "Suit" or “suits” includes an arbitration proceeding alleging such “damages” to which you must submit or submit with consent. "Suit" or “suits” does not include any criminal action or proceeding.

POLICY CHANGE
THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

(06799)

COMPANY: Nonprofits Insurance Alliance of California

POLICY NUMBER: 2023-06799

NAMED INSURED: Aim High for High School

POLICY CHANGE EFFECTIVE: 01/01/2023

COVERAGE PART AFFECTED: COMMERCIAL GENERAL LIABILITY

POLICY CHANGE#: 2 Page 1

The following additional insured(s) is/are hereby added to the policy:

CG 20 26 Locations - ALL

Oakland Unified School District - Attn: Risk Management
1000 Broadway, Suite 440
Oakland, CA 94607

$0

All other terms, limits and conditions remain the same.

ADDITIONAL PREMIUM:	$0
RETURN PREMIUM:	$0
TOTAL PREMIUM:	**$0**

AUTHORIZED SIGNATURE

02/15/2023

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s): Oakland Unified School District - Attn: Risk Management
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

A. **Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

1. In the performance of your ongoing operations; or

2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and

2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or

2. Available under the applicable Limits of Insurance shown in the Declarations;

whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

Aim High

Feb 14, 2023

To Oakland Unified School District,

This letter is to confirm that all Aim High employees working at all Oakland sites during the Aim High program dates will be Fingerprinted/Criminal Background Checked and cleared by the Department of Justice and the FBI, and have TB clearance before beginning work at OUSD sites.

We will provide the ATI numbers and in addition proof of testing will be available on demand.

Sincerely,

Kelly Elis, Sr. Dir of Finance & Operations
Aim High

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Request for Proposal (RFP) 22-129CSSS

EXPANDED LEARNING
FOR SUMMER LEARNING AND INTERSESSION

*** Submit proposals and all questions/inquiries to:**

OAKLAND UNIFIED SCHOOL DISTRICT
Attention: Procurement Department
900 High Street, 2nd Floor
OAKLAND, CA 94601

email: procurement@ousd.org
phone: (510) 879-2990

Proposals Due:
December 9, 2022

THE TERMS AND CONDITIONS OF THIS CONTRACT ARE GOVERNED BY
THE CALIFORNIA EDUCATION AND PUBLIC CONTRACT CODES.

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Submission Deadline & Process:

Bids must be received before **December 9, 2022 by 5:00 pm**

Provider to submit:

*** Email Proposal to **procurement@ousd.org**

Proposals shall be submitted as PDF attachment(s) and subject line of the email must state: **"Response to RFP No. 22-129CSSS**"

Bids received later than the designated time, and specified date will be returned to the proposer unopened. ***Facsimile (FAX) copies of the proposal will not be accepted.***

The District reserves the right to accept or reject any or all proposals or any combination thereof and to waive any irregularity in the bidding process.

Copies of the RFP/Bid documents may be obtained from **Oakland Unified School District, Procurement Department's website https://www.ousd.org/procurement,** if you have specific questions or concerns regarding RFP, you may contact us by email to: procurement@ousd.org.

B. RFP Schedule of Events

The following schedule will be used by the District for this RFP.

DATE	ACTION
RFP Posting/First Advertisement:	**November 4, 2022**
Pre-Bid Conference:	**November 18, 2022 @ 2:00 p.m.** **(Zoom link on Procurement Website)**
Deadline for Questions:	**November 29, 2022 @ 2:00 p.m.**
Proposal/Bid Submitted to District:	**December 9, 2022 @ 5:00 p.m.**
Proposal/Bid Opening:	**December 13, 2022 @ 3:15 p.m** **(Zoom link on Procurement Website)**
Potential Interviews (If Necessary):	**December 17, 2022 - January 6, 2023**
Final Award Notification of RFP:	**January 17, 2023**
Contract Start Date:	**May 1, 2023**

OUSD will use every effort to adhere to the schedule. However, OUSD reserves the right to amend the schedule, as it deems necessary, and will post a notice of amendment at www.ousd.org/procurement.

Proposers are advised that the District reserves the right to amend this RFP at any time. Amendments will be done formally by providing written amendments to all potential Proposers known to have received a copy of the RFP. Proposers must acknowledge receipt of any and all RFP amendments. This shall be done by signing the Acknowledgement of Amendment(s) to RFP form. If a Proposer desires an explanation or clarification of any kind regarding this RFP, the Proposer must make a written request for such explanation. Requests should be addressed via email to:

Rosaura M. Altamirano
Senior Manager, Supply Chain & Logistics
rosaura.altamirano@ousd.org

The District will advise all Proposers known to have received a copy of the RFP of the explanation or clarification, by email or by formal RFP amendment via email as the District may in its sole discretion deem appropriate.

GENERAL INFORMATION AND SPECIFICATIONS

GENERAL INFORMATION ABOUT THE OAKLAND UNIFIED SCHOOL DISTRICT

The District is located in and is approximately coterminous with the City of Oakland, California, located on the east side of the San Francisco Bay, approximately 10 miles from San Francisco. The District's boundaries also include small portions of the neighboring cities of Emeryville and Alameda.

The Oakland Unified School District (District) operates under a locally-elected seven member Board form of government and provides educational services to grades CDC/Pre-K - Adult. The District operates eighteen (18) child development centers, forty-seven (47) elementary schools, eleven (11) middle schools, ten (10) high schools, five (5) K-8, four (4) K-12, six (6) alternative ed and other programs as well. The District serves approximately 36,886 students. We encourage you to visit our website (http://www.ousd.org) for more information about the District.

The District reserves the right to issue other contracts to meet its requirements. Contract award does not preclude the District from using any other service providers for the same contracted services as those secured through this RFP. An underlying principle of this RFP is best value. Best value is determined through a process that evaluates strengths, weaknesses, risks and exemplary customer service.

What is an RFP? *An RFP (Request for Proposals) is a Proposal-based selection process, in accordance with Public Contracts Code section 20111.5. It is a request by OUSD Dept. of Expanded Learning for organizations to submit their Proposals to be considered as an OUSD summer/ intersession provider for expanded learning programs, after which OUSD will determine which providers are qualified and award contracts based on that determination.*

What is a Pre-Bid Conference? *A pre-bid conference is conducted to clear up any confusion regarding project details, scope of work and solicitation of documents that outside providers may have. In addition, outside providers will have an opportunity to ask questions.*

C. Required Supporting Documentation

To support RFP responses and verify organizational Proposals, the following documentation is required. The *Application Questions* in Appendix II will directly reference these documents and ask for an elaboration of the information these documents provide. These documents do not count towards the 5-page limit for the RFP application described in Appendix II. Additionally, please label all supporting documents clearly according to this list:

1) Submission of sample(s) schedule of the summer model that youth development program organization wishes to offer. (Either a collaborative, independent or off-site community-based model schedule). Organizations can apply for eligibility to multiple models.
2) Program budget reflecting the program schedule (see Application Question 2 in Appendix II for details)
3) Job description for Site Coordinator and Program Instructor
4) Profit and loss statement and/or 990 tax form
5) Bank Statements to show proof of operating cash reserves
6) Letters of Reference (maximum of 3)
7) Statement of Qualifications
    A. A Statement of Qualifications is a paragraph or two on the organization's letterhead that explains why they are qualified to provide this service.
8) Commercial General Liability Insurance Coverage via an ACORD sheet.
    A. Address in the “Certificate Holder” section: Oakland Unified School District, Attn: Risk Management; 1000 Broadway, Suite 440, CA 94607
    B. Policy Limits: 1,000,000 per occurrence / $2,000,000 aggregate
    C. Policy Endorsement that names OUSD as an additional Insured (from the Agent): this is a Separate document from above.
    D. Must include coverage for Corporal Punishment
9) Agency Letter that states the following:
    A. All of the employees that work at OUSD have passed fingerprint review by CA DOJ and FBI, TB testing requirements, and mandate reporting.
        - ATI Numbers will need to appear on all invoices submitted to OUSD
        - Proof of fingerprint passage and TB Test passage of staff working at OUSD will be available to OUSD upon demand.

B. Staff meet OUSD Instructional Aide requirement (48 college units or Instructional Aid Certificate)

C. Designated staff supporting the intersession model must have first-aid, concussion, and CPR certified.

D.Introduction and Overview

***Any approved OUSD Expanded Learning Lead Agency that has a current MOU in place does not need to apply for this RFP. Your current MOU covers summer and intersession programming.**

The Oakland Unified School District (OUSD) Department of Expanded Learning invites interested nonprofit organizations to respond with their qualifications to serve as an Expanded Learning Program Provider in designing, planning, administering, and operating effective, high-quality expanded learning summer programs. This RFP is specifically for organizations willing to provide summer learning and intersession programs (summer, weekends, school breaks).

Eligible providers will be committed to OUSD's strategic plan and shared citywide goals. Lead Agency partners will invest in providing expanded learning supplemental programs that complement the regular school day program and support the OUSD priorities for student achievement, health, and well-being. Oakland Unified School District's (OUSD) mission is to build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers daily. Expanded Learning supports this mission while holding our values of equity, joy, and liberation for youth and adults with the express purpose of interrupting inequity, examining biases, and creating inclusive and just conditions for all students to achieve equally high outcomes.

Select Lead Agencies will commit to working in partnership with school sites and the OUSD Expanded Learning Office (ExLO). Through the RFP process, OUSD seeks organizations that demonstrate the capacity to work within the established OUSD model of school and community partnerships and various funding sources' parameters. Organizations must be fiscally sound with the capacity to leverage other resources to provide students with high-quality expanded learning programming: after-school and summer youth development experiences that complement and support school district and city priorities for student success and well-being. Community organizations that serve as a Summer Lead Agency are an integral part of our OUSD Full Service Community Schools and make an impactful contribution toward strengthening our district, expanded learning system, and community.

Goals of Summer Learning Programs:
Rich learning experiences and knowledge development that incorporates:

- Academic intervention to combat summer learning loss.
- Enrichment integration with sports, STEAM and other enrichment activities that allow for acceleration of skills, habits and mindsets.
- Culturally relevant youth development in service of promoting and maintaining joyful schools which builds a culture of affirmation, inclusion and belonging.
- Equity: Programs create opportunity and engagement with our high priority students and their families, including students with disabilities, English language learners, Foster Youth, unhoused youth, and newcomer students.

The Expanded Learning Office supports summer programming is founded in these local, and national data points:

- Under-resourced children often do not have the same opportunities to learn and participate in enriching activities during summer, which increases the opportunity gap.
- Utilization of summer learning programs leads to lower violence, higher physical and mental health, improved social skills, and a heightened sense of self.
- When school ends, some students and families struggle to get their basic needs met; summer programming provides meals for students and a safe space to thrive.
- Students can typically lose up to 2 months of reading progress and 2.6 months of math progress over the summer. High-quality Summer Learning programs can turn that potential for loss into an opportunity to accelerate learning.

Therefore, our expanded learning programs are essential for keeping Oakland youth safe, healthy, and academically sound. The added opportunity for enrichment programs not typically offered during the school days gives students a chance to flourish in multiple skill sets and find a way to engage their whole selves and attend to multiple intelligences. In this way, they are given another opportunity to be 'seen' outside of academics and access programs that are usually cost-prohibitive.

Eligible expanded learning youth development organizations will help all students develop strong social-emotional skills and a sense of agency, give them opportunities to try new things, take risks, and participate in diverse enrichment programming that reflects student interest and promotes joy, skill-building, and hands-on experience. In addition, celebrate youth's interests, passion, and culture while helping youth identify their strengths.

The 3 types of summer/intersession youth development programs that the Expanded Learning Office is hoping to solicit CBOs to apply for are (i) the program at the school site in conjunction with OUSD faculty, called the **collaborative model (CM)**, (ii) the **independent model (IM)** program also housed at an OUSD school site**,** (iii) and the **off-site community-based model (OCB)** which can be held at an acceptable community space that serves OUSD students.

Organizations can apply for multiple models but must demonstrate the capacity and history of providing the youth development program.

(i) The **Collaborative Model (CM)**. This model provides youth with five weeks of full-day summer programming within the requirement of offering 9 hours (Monday-Friday 8:30 am - 5:30 pm) and working directly with the approved OUSD administrative and teaching staff on their assigned site. Interested CBOs must provide programming 5-days a week with a focus on academic enrichment, physical activity, and other youth development enrichment activities that meets ASES and 21st CCLC activity components. Each CBO is required to have a 20:1 ratio (except for TK/K, which is a 10:1 ratio).

The OUSD Expanded Learning Office will select which eligible CBOs will be a match for the school hub/students/community. *Note: The Expanded Learning Office does not guarantee organization placement to a school or number of school sites this decision will be based on the acceptance of the school administration and agency capacity.

(ii) The **independent model (IM).** This model provides youth with up to five weeks of full-day summer programming within the context of the typical summer hours (Monday-Friday 8:30 am - 5:30 pm). The approved organization must offer a 9-hour program for each day of operation and provide appropriate staff to satisfy the 20:1 ratio (except for TK/K, which is 10:1 ratio).

(iii) The **Off-site Community-based model (OCB).** This model provides youth with off-site full-day summer/intersession programming within the context of the summer hours (Monday-Friday 8:30 am - 5:30 pm). The approved organization must offer a 9-hour program for each day of operation and provide appropriate staff to satisfy the 20:1 ratio (except for TK/K, which is 10:1 ratio).

Collaborative Model:	**Independent Model:**	**Off-site Community Based-Model:**
5 weeks of programming Co-creation of the daily schedule at least 3 lead agency staff members present in the morning for an enrichment block All agency staff paid for an 8 hour day (to include prep and meal break) OUSD certified teaching staff providing academic support in the morning supervised by an OUSD Administrator Inclusion of SPED Students and SPED Support Staff Instructional Assistants/Tutors Recruitment/Enrollment/Registration led by OUSD	The lead agency fully staffs the program to allow for 9 hours of programming. Lead agency staff should have time to prep and have meal breaks District covers the cost of custodial staff, and the use of facilities District provides 3 meals to students (Breakfast, Lunch, and Snack) If needed, the District provides Culture Keeper to support campus safety.	Agencies run programming at non-district facilities. This can include wilderness-based camps, city recreation centers, or other venues. All staffing ratios, safety protocols, and attendance procedures must be adhered to. Providing breakfast, lunch and a snack that meet with the CDE requirements for nutrition.

Intersession-

Meeting the qualifications for this Request For Proposals and being accepted also qualifies your organization to run intersession programs during any break in regular school year calendar.* *Intersession is any period between two academic sessions or* *terms sometimes utilized for brief concentrated courses.*

E. Funding

OUSD Expanded Learning Programs are primarily funded through grants from the California Department of Education (CDE). CDE provides funds to school districts that collaborate with community partners to provide safe and educationally enriching alternatives for children and youth during non-school hours. The funds are awarded to specific school sites or agencies through a competitive process. The base grants that CDE awards to OUSD for summer programs represent three funding sources:

Additionally, Lead Agency partners leverage other funding and resources to support high quality programs, including private grant dollars, AmeriCorps grants, volunteers, and other in-kind resources. Leveraging additional resources on behalf of the expanded learning programs is an essential function of the Lead Agency partner because of the reality that state and federal expanded learning grant dollars alone are often inadequate to run a high-quality program. Expanded Learning Opportunity Program (ELO-P) CDE introduced ELO-P funding in 2021 to increase expanded learning opportunities for unduplicated students.

- 21st Century After-School Safety and Enrichment for Teens (ASSETS) grants for high schools are federal funds. 21st Century ASSETS grants are awarded based on a highly competitive application process, and last for five years.

- For summer learning and intersession models agencies will receive a rate of $30.54/student/day for any program TK-12. This higher rate allows agencies to meet the requirement of a 9 hour day, create staggered staffing schedules, and have additional staff to meet the 10:1 TK/K staffing requirement, as well as to integrate with morning academic programs to add small group pull out and/or enrichment rotation.

F. Summer Learning/Intersession Program Operation:

We know in recent years, the field of education and expanded learning programs had to pivot due to global pandemic, power outage, wildfires, etc. Here in Oakland, approved Lead Agencies must be equipped and have organizational infrastructure to provide remote programs, hybrids, or any other configuration of programs mutually agreed upon in the MOUs.

In addition, in the spirit of OUSD's Full Service Community Schools vision, our approved expanded learning organizations partners work closely with schools and their principals to develop specific programmatic goals to provide holistic support and equitable learning opportunities for students. As school-day teachers focus on providing high quality instruction in the classroom, youth development workers provide high quality expanded learning opportunities to students during the after school and outside of regular school hours when youth are most vulnerable to crime, violence, and risky behavior.

Below is an outline of operational requirements.
Please note that the below list of compliance requirements is not exhaustive. Lead Agencies are expected to know and comply with these and other district and state and federal requirements not listed here, including but not limited to state and federal laws and 12 requirements outlined in applicable OUSD Board policies and the Memorandum of Understanding ("MOU") with OUSD which all Lead Agencies selected to serve a school site must sign and have approved by OUSD's Governing Board. A sample MOU is attached as Appendix IV. Please note this MOU is subject to change depending on District needs. Applicants are encouraged to review it for more program requirement specifics.

G. Base-line Expanded Learning Program Requirements

Approved Summer Lead Agency/ Intersession program organizations must have an organizational infrastructure to provide programs throughout the year. Therefore, interested organizations need to review and consider the list of expectations of each program model before applying.

Interested organizations must:

- be able to provide 9 hours of service daily.
- uphold the grant, district compliance, and program quality standards (e.g. attendance, safety training etc).
- implement sign in/out procedure.
- take attendance in the AERIES student data system.
- provide district snacks that comply with district protocol and federal requirements
- incorporate ASES and 21st CCLC physical activity component, academic enrichment and educational enrichment.
- Interested organizations must serve a 20:1 ratio, (students: staff), with 10:1 for K/TK classrooms.
- Will collaborate with the ExLO Office to identify the maximum number of students participating during school-based model or intercession model.
- provide school-based or intercession models and work with the ExLO Office to offer high-quality programs and meet district safety requirements or grant compliance to ensure continual funding.

PROGRAM EXPECTATIONS

- 85% Average Daily Attendance. Most successful sites over enroll in order to hit that mark.
- 20:1 Student/Teacher ratio (10:1 for TK/K classrooms)
- This is a full day program; students should attend at least 6 hours, and can elect to stay up to 9 hours for before/after care.
- Agencies will work with hub and feeder schools to support the recruitment process.
- Culminating Event: Student-led showcase of student learning for family, community, and district leaders to attend.
- Family Orientation: to be held before the program for families and students.

Program Days and Hours of Operation

- The traditional 5 week district summer program will run from June 5th - July 7th for Summer 2023.
- Expanded Learning Grant Funded programs must operate for 9 hours (i.e. 8:30 - 5:30). Direct service can be conducted by a combination of district teachers and lead agency staff. Students should attend for at least 6 hours, and families can opt in for up to 9 hours for before/after care.
- Programs should offer 5 weeks of programming.

OUSD Required Summer Program Components

Every student in the summer program must receive:

- Enrichment: At least 180 minutes daily for every student in the summer program.
- Physical Activity: Minimum of 30-60 minutes daily of moderate to rigorous physical activity for every student, in the form of cooperative games.
- Educational Field trip: All programs must offer at least one educational field trip for all students, connected to summer curriculum
- Community Building activities: daily for all students.
- Culminating Event: Family-friendly showcase of student work/demonstration

* OUSD will provide summer curriculum and professional development to support these required program components (detailed below).

STAFFING EXPECTATIONS

- Programs will maintain a 1:20 adult to student ratio. 1:10 ratio for Tk/k classrooms.
- All staff included in this ratio will meet the district's Instructional Aide

requirement: staff must have a minimum of 2 years of college (48 semester units), or they must pass the Instructional Aide exam administered by the Alameda County Office of Education
    - All staff must have TB clearance, and fingerprint clearance by both the Dept. of Justice and the FBI.
    - **Incident/Accident/Mandated Reporting.**
        - All lead agencies must file incident reports for any significant events or injuries during programming.
        - All lead agency employees are considered mandated reports for suspected cases of abuse and neglect pursuant to Penal Code section 11166.5
    - All sites will have a site coordinator on site all days of the program
    - Lead agencies will have a manager-level supervisor present during the program and actively supporting and supervising staff on site
    - Program leaders will work collaboratively with school leadership and summer school principal on summer program design; program outreach and enrollment; and coordination/alignment between district academic and enrichment program elements.
    - Line Staff and Site Coordinator will fully participate in summer trainings detailed in the lead agency google calendar.

SUMMER/INTERSESSION DELIVERABLES

- Complete summer program planning tool, budget, and comprehensive summer schedule; submit all requested contract documents in a timely manner by the March deadline.
- SUMMER: Submit two invoices: 50% of contract amount on June 30 to cover start-up costs, pre-summer trainings, material purchases, etc. Second invoice submitted after last day of summer program to reflect actual expenditures.
- INTERSESSION: Agencies will submit monthly invoices once contract begins.
- Maintain program documentation for 5 years for auditing purposes.
- Hire enough staff to maintain required student staff ratio based on enrollment numbers.

Attendance

- Attend AERIES training set up activities in AERIES according to directions
- Utilize required daily sign-in/out sheets; ensure that all attendance sheets are completely and accurately filled out, including sign in/out signatures and times, and early release codes
- Input all summer attendance data into AERIES daily

Program Close Out

- Submit end of program invoices
- Accurately complete fiscal expenditure report describing actual use

of contracted funds

- Submit electronic copies of all summer attendance records (i.e. daily sign in sheets) to the OUSD After School Programs Office, along with a completed internal audit form
- Complete OUSD summer-end evaluation surveys
- Attend summer-end debrief with OUSD summer planning team in October

H. Staffing

Staff working in OUSD Expanded Learning Programs must meet the minimum requirements to be in compliance with the California Dept of Education Codes. Staff members who directly supervise students must meet the district's qualification for an instructional aide or provide documentation that confirms completing 48 college units or the equivalent of an AA college degree.

Programs must operate with a minimum staff to student ratio of 1:20 or 1:15 for TK/K grade students. Unless otherwise advised due to the health and safety of the students. It is highly recommended that each expanded learning program have a Site Coordinator who is full-time and situated at the school site during the day. The California Education Code provides that "selection of the program site [coordinator] shall be subject to the approval of the school year site principal." The Lead Agency must notify school principals of any expanded learning staff changes.

Oakland expanded learning programs share a basic staffing pattern across all sites, though specific staff duties may vary somewhat from site to site. The most common staffing plan includes a full-time Site Coordinator, a Quality Support Coach, and youth development workers. Many programs also work with additional service providers for specific services, and some may rely on regular volunteer assistance as well. At some sites, certificated teachers provide targeted academic assistance and academic enrichment activities for expanded learning participants through extended contracts.

I. Enrollment,Attendance,and Evaluation Documentation

Approved program organizations will need to consider CDE Guidelines, OUSD Expanded Learning Office expectations, and site-level input (e.g. site administrator) when it comes to student enrollment consideration, attendance protocol, and programmatic evaluation.

a. **Enrollment**: The approved summer organization must work under the umbrella of the OUSD Expanded learning office and track all student participation using Aeries.
b. **Attendance**: Attendance must be tracked for all camps and must be turned into the Expanded Learning Office.

c. **Evaluation**: The expanded learning team provides yearly evaluation of programs and works to get feedback from students, community, and partners.

J. Contract and Payments

Summer/Intersession youth program organizations that are approved through the process described in this RFP can enter a 1-year contract with OUSD. This RFP is valid for 3 years and has an extension phase of up to 5 years. Contracts with OUSD are valid on a yearly basis for up to a 5 years span. Please note that a contract can only be yearly or for a 3 year period, with the possibility of 2 more years on a year to year basis. They may not begin operating at a school site unless the District and agency have executed a contract on the District's template. Invoices are processed on a cost-reimbursement basis for actual expenditures incurred.

K. Guidelines for Charging Fees

The intent of ELO-P, ASES, and 21st CCLC grants, which aligns with OUSD values, is to establish local programs that offer academic support and enrichment to students in need of such services regardless of a families inability to pay.

Both the CDE and OUSD discourage charging fees as that could exclude students in need from attending and taking advantage of the expanded learning program. ASES, 21st Century, and ELO-P grants do not prohibit charging fees for expanded learning programs; however, programs which choose to charge fees, will need to collaborate with a Site Administrator to create and submit the program's fee structure for approval in accordance with the terms in the MOU. In addition, all 21st Century, ASSETS, ELO-P grants will be required to report any fees collected (i.e.- registration fees, family fees, application fees, etc.). Fees collected could be deducted from the 21st CCLC grant amount received by the California Department of Education (CDE).

Programs that opt to charge program fees may not prohibit any family from participating due to financial circumstances. All program materials related to outreach and enrollment must state clearly that no child will be denied services due to inability to pay.

L. RFP Process

Any summer/intersession youth program organization applying for the 2023 summer and/or intersession beyond must successfully complete the summer RFP process and earn *highly recommended* or *conditionally recommended* status, detailed below. Therefore, an organization that does not successfully complete the RFP process or does not earn a *highly recommended* or *conditionally recommended* status will not be contracted with OUSD to serve in the summer or intersession organization role.

Summer/Intersession youth development organizations that submit an RFP by the deadline will be assessed based on their RFP responses. Applications that have the potential to earn the *highly recommended* or *conditionally recommended* status and require additional information may be invited for an interview with the RFP Review Team.

Organizations completing this RFP process will be assessed and scored into one of the following three categories:

1) **Highly Recommended:** Organization has adequately demonstrated its capacity to serve in a summer organization role and fulfill *all* summer learning responsibilities outlined by OUSD and listed in Section III of this RFP and required document. This *highly recommended* status will be valid for up to 2023 - 2028 school years, depending on the organization's successful implementation of the agreed-upon scope of work.

2) **Conditionally Recommended:** Organization has adequately demonstrated its capacity to serve in this role and to fulfill *most, though not all*, of the responsibilities outlined by OUSD and listed in Section III of this RFP and required document. Organizations receiving this *conditionally recommended* status will be provided with specific feedback from the RFP Review Team on areas of responsibility where the organization has not adequately demonstrated effective capacity. This *conditionally recommended* status will be valid for up to one year. Within that year, the community organization will be asked to provide the OUSD EXLO with additional evidence of its ability to fulfill all youth development-based organization responsibilities, including documentation of the organization's efforts to improve based on feedback from the RFP Review Team. At the end of this first conditional year, the community partner will be re-assessed by the OUSD EXLO team and re-categorized as *highly recommended*, *conditionally recommended*, or *not recommended*.

3) **Not Recommended:** Organization has not adequately demonstrated its capacity to serve in the summer/intersession organization role and to fulfill most of the responsibilities outlined by OUSD and listed in Section III of this RFP and required documents. Organizations receiving this *not recommended* status will not be included in the list of qualified organizations that will be shared with Principals and lead agencies. Organizations can appeal by following the instructions in the appeals process described in Appendix V.

OUSD will notify the Summer Learning youth development organization of its determination by January 17, 2023 via email. If OUSD determines that an organization is Not Recommended, the organization shall have the opportunity to contest that determination. Additional details regarding this process are contained in Appendix V.

M. Minimum Proposals

OUSD is seeking applications from established community organizations with adequate fiscal reserves to cover at least 1 month of general operating expenses as a Lead Agency partner. Grant funds sub-contracted to Lead Agency partners do not cover the full cost of running a full comprehensive summer learning program in Oakland; thus, organizations choosing to serve in the Lead Agency role must be financially stable and demonstrate the capacity to leverage other resources in support of youth programming.

OUSD is seeking applications from youth program organizations that have demonstrable experience in providing high quality summer programs. All organizations must provide acceptable documents demonstrating two (2) years of experience in the following areas:

- Providing program services to the students in the service category (ies) being applied for. Specifically, evidence of a positive track record of the capacity to effectively coordinate skill building as well as successful collaboration with the school site administrator, faculty and staff.

- Hiring, retention, and provision of professional development of appropriately qualified staff to provide services to OUSD students in a culturally and linguistically competent and age-appropriate manner with a focus on youth development strategies.

- Maintaining collaborative relationships with school site leadership and expanded learning providers (lead agencies) in the development and implementation of a high-quality programming that supports the district's and the school's goals.

- Agency administrative capacity to comply with compliance and fiscal policies of the OUSD and CDE, including: agency administration manual; fiscal and personnel policies; attendance records; cost allocation plans, etc.

- Capacity to effectively engage a large number of diverse students on an ongoing basis who demonstrate the desire and enthusiasm to participate in the program at a very high and consistent rate. Additionally, the agency can illustrate specific examples and strategies it has developed that actively engage parents and family members throughout the school year.

Summer/intersession youth program organizations that apply for the role must be able to comply with all requirements outlined in the standard OUSD contract (see Appendix IV for a sample of current year). For example, while a copy of the organization's current insurance coverage is required with this application, should the organization be chosen, it will need to attain the level of insurance outlined in the MOU.

N. Application Submission Contents

Failure to provide any of the following information or forms may result in an application being disqualified.

A Complete Summer/Intersession Lead Agency Application will consist of all the following required items:

1) **Proposal Cover Sheet** (see Appendix I for sample)

2) **Letter of Agreement** (no more than one (1) page): A one-page letter signed by the person authorized to obligate the proposing agency to perform the commitments contained in the application. The letter should state that the proposing agency is willing and able to perform the commitments contained in the application.

3) **Written Responses to Application Questions** (no more than 8 double double-spaced pages in response to the four (4) titled sections that appear in

Appendix II Application Questions), signed under penalty of perjury,

4) **Supporting Documents**, listed in (Appendix III).

5) **Boilerplate Checklist**: " Expanded Learning Program and Services Agreement"

-Submission of the Signed Boilerplate Checklist (Appendix IV) will constitute a representation by your firm that it has read all of the clauses contained in the OUSD Lead Agency Memorandum of Understanding. The sample contract for the services detailed in this RFQ (Appendix IV, version for Fiscal Year 21-22), and that your firm is willing to comply with OUSD contracting requirements.

6) **Sample Program Schedule and Summary**: Based on the sample program budget in question (2), please provide a sample program schedule along with a short description of each activity. No more than (2) pages.

O. Application Submission Details

FORMAT

All submissions must be on the RFP Application Form, typed using an easy to read 12-point font such as Arial or Times New Roman and one inch margins. All submissions must be double-spaced. All submissions must answer all four (4) titled sections below in no more than 8 pages total. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III).

RECEIPT OF PROPOSAL PACKAGES:

Proposal packages shall be emailed to the **Procurement Department** no later than **December 9, 2022 at 5 pm.**

Proposals submitted by email should be submitted in a sufficient file size to ensure delivery to the Procurement Department prior to the specified time.

Contractors are required to send via email to Procurement@ousd.org**,** their proposals. Incomplete proposals may be deemed non-responsive and therefore not considered.

The District reserves the right to reject any or all proposals. The District may negotiate the terms of the contract, including but not limited to pricing, with the selected Contractors prior to entering into a contract. Proposals and any other information submitted by respondents in response to this RFP shall become the property of the District. Notwithstanding any indication by Contractor of confidential contents, and with the exception of bona fide confidential information, contents of proposals are public documents subject to disclosure under the California Public Records Act after award. The District will not provide compensation to Contractors for any expenses incurred by the Contractors for proposal preparation or for any demonstration that may be made. Contractors submit proposals at their own risk and expense.

Local Business Program

In order to provide economic opportunity for Oakland residents and businesses and stimulate economic development in Oakland, the District has implemented a Local, Small Local and Small Local Resident Business Enterprise Program ("Local Business Program"). The District encourages Local, Small and Small Local Resident Businesses to apply.

Contractors claiming preference as a ***certified*** Oakland Small Business must attach a copy of their certification letter to their bid. This RFP, and subsequent amendments and/or updates will be available at: https://www.ousd.org/procurement. **Contractors are responsible for checking this website for information and changes to this RFP.**

P. Evaluation and Selection

For all applications, the completion of the application will be assessed first; applications that do not submit complete documentation demonstrating the capacity to meet the minimum requirements will not have the application reviewed.

Applications demonstrating the capacity to meet minimum requirements will have their Proposals evaluated and scored by an RFP Review Team made up of individuals with expertise in the relevant subject matter for which the application is submitted.

This request is designed to select the Proposer that works best for the District. Proposals will be reviewed for content, completeness, experience, qualifications, price, means of providing service and ability to provide the best solution for the District. By responding to this request, proposer acknowledges that selection will be based on a comprehensive submission tht meets or exceeds District requirements.

The District reserves the right without limitation to:

- Reject any or all proposers and to waive any minor informalities or irregularities
- Interview one or more proposers
- Enter into negotiations with one or more proposers
- Execute an agreement with one or more proposers
- Enter into an agreement with another proposer in the event that the original selected proposer defaults or fails to execute an agreement with the district

Evaluation Rubric

Performance Area	Expectations for Highly Recommended Sports-Based Organization
Organizational Capacity and District Alignment **(25 Points)**	● Organization has a clear mission and vision that complements OUSD's vision for community schools and college, career, and community ready students. ● Organization can clearly articulate how their program model will support OUSD's elementary students and provide age-appropriate activities. ● Organization has extensive experience serving the Oakland community and/or in communities of similar demographics, assets, and challenges. ● The organization has extensive experience working in partnership with school sites and district leaders. ● Organization has the capacity to serve OUSD's diverse student demographics--i.e. serving multiple grade levels, multiple genders, ability, English as a second language, cultural, etc. ● Organization can clearly articulate and show evidence of implementing the one of the types of summer/intersession model--the Monday through Friday program during the out of school time and/or during the intercession, successful. ● The organization has experience in the hiring, retention, and provision of professional development to appropriately qualified staff to provide services to OUSD students in a culturally and linguistically competent and age-appropriate manner with a focus on youth development strategies.
Fiscal Management and Resource Development **(25 Points)**	● The organization has a strong budget template that clearly illustrates staffing costs, supplies, administrative costs, etc. within the model program of youth sports. ● The organization clearly describes how it can secure additional funding to support high-quality sports-based youth development at . ● The organization is able to clearly describe its systems, structures, and processes to ensure sound fiscal management of grant funds and how to comply with grant-related record-keeping for auditing purposes.
Agency Infrastructure **(25 Points)**	● The organization supports successful program implementation and clearly describes organization staffing systems, and processes that will ensure that all responsibilities will be fulfilled effectively and with fidelity. ● The organization has designated administrative systems and procedures in place to ensure that sports camps are operating in full compliance with requirements set forth by OUSD and the California Department of Education (CDE). ● The organization shows the capacity to hire and support a clearly designated staff for each camp and maintain active collaboration with the school site administrator and other school faculty.
Youth Development Expertise and District Alignment **(25 Points)**	● Agency's program model clearly supports youth development. Agency provides descriptions of successes and challenges serving Oakland youth. ● Agency has strong systems and processes in place to support ongoing Continuous Quality Improvement (CQI), including: structured development plans; ● Agency utilizes district opportunities, other partners and the greater community to continuously innovate and grow their youth development practices to better serve the community.

Q. Terms & Conditions for Receipt of Applications

Errors and Omissions by Applicant

Applicants are responsible for reviewing all portions of this RFP, and promptly notifying the District, in writing, if they discover any ambiguity, discrepancy, omission, or other error in the RFP. Any such notification should be directed to the District promptly after discovery, but in no event later than five working days prior to the date for receipt of applications. Modifications and clarifications will be made by addenda as provided below.

Change Notices

The District may modify the RFP prior to the application due date by issuing Change Notices, which will be posted on the Procurement page of the OUSD website. The applicant shall be responsible for ensuring that its application reflects any and all Change Notices issued by the District prior to the application due date regardless of when the application is submitted. Therefore, the District recommends that applicants consult the website frequently, including shortly before the application due date, or sign up for our mailing list (https://www.ousd.org/Page/14136) for updates to ensure they have downloaded all Change Notices.

Failure to Object to Errors and Omissions in Application

Failure by the District to object to an error, omission, or deviation in the application will in no way modify the RFP or excuse the vendor from full compliance with the specifications of the RFP or any contract awarded pursuant to the RFP.

Financial Responsibility

The District accepts no financial responsibility for any costs incurred by applicants in responding to this RFP. Submissions of the RFP will become property of the District and may be used by the District in any way deemed appropriate.

Proposer's Obligations Under the Conflict of Interest Laws and Board Policies

A proposer must be aware that if the proposer will enter into a contract with the District, proposer/contractor shall be responsible to comply with conflict of interest laws and Board policies, which are briefly summarized in Section 11.4 ("Conflict of Interest") of the attached Appendix IV ("OUSD" sample contract). It is the responsibility of a contractor to comply with the law and OUSD Board policies. Submission of an application signifies that the quoted prices are genuine and not the result of collusion or any other anti-competitive activity.

Reservations of Rights by the District

The issuance of this RFP does not constitute an agreement by the District that any contract will actually be entered into by the District. The District expressly reserves the right at any time to:

- Reject any or all applications;

- Reissue a Request for Proposals ;
- Prior to submission deadline for applications, modify all or any portion of the selection procedures, including deadlines for accepting responses, the specifications or requirements for any materials, equipment or services to be provided under this RFP, or the requirements for contents or format of the applications;
- Procure any materials, equipment or services specified in this RFP by any other means;
- Determine that no project will be pursued.

No Waiver

No waiver by the District of any provision of this RFP shall be implied from any failure by the District to recognize or take action on account of any failure by a proposer to observe any provision of this RFP.

R. Standard Contract Provisions

Any summer learning organization selected from the *Expanded Learning Qualified List* by OUSD and which chooses to enter into contract with OUSD, will enter into a contract substantially in the form of the Expanded Learning Summer Lead Agency MOU attached hereto as Appendix IV. Failure to timely execute the contract, or to furnish any and all insurance certificates and policy endorsements, surety bonds or other materials required in the contract, shall be deemed an abandonment of a contract offer. The District, in its sole discretion, may select another qualified agency and may proceed against the original selectee for damages.

APPENDIX I: RFP Application

2022 OUSD Request for Proposals Application (Template)

(Email procurement@ousd.org for template)ASES, 21st CCLC, ELO-P, and ASSETS Expanded Learning Programs

Cover Sheet Template:

Organization Name			
Primary Contact Person:		Secondary Contact Person:	
Email:		Email:	
Telephone #:		Telephone #:	

Does your organization have 501c3 status? Please provide documentation of this status in your supporting documentation section.	☐	Yes
	☐	No
Have you served as an OUSD summer agency prior to this application? If yes, please identify the years and durations served:	☐	Yes
	☐	No
Are you a currently approved OUSD community partner? If yes, please list the sites that you provided programming in OUSD schools:	☐	Yes
	☐	No
Do you currently provide summer/intersession programming in other school districts besides OUSD? If yes, please list all school districts you have served:	☐	Yes
	☐	No
Service Category--Grade Levels: Check the grade levels your organization is interested in serving.		
Elementary (TK-5)	☐	yes
Elementary/Middle (TK-8)	☐	yes
Middle (6-8)	☐	yes
High School (9-12)	☐	yes
Alternative/Continuation High School	☐	yes

Services Category-Types and models of programs: Mark all that apply. What type of summer/ intersession program are you interested in applying for?	
☐	**Summer Programming** - up to 6 weeks, 9 hours
☐	**Intercession** (Offering 9-hours of programming)
☐	**Weekends (Saturday, Sunday, or both days)**
☐	**Fall Break: week-long offering**
☐	**Winter Break: week-long offering**
☐	**Spring Break: week-long offering**
☐	**Other non school days (Holidays, staff pd days, etc)**
Preferred Model of delivery--(See Section D. for overview of models)	
☐	**Collaborative w/District staff on OUSD Campus**
☐	**Independent on OUSD campus**
☐	**Off-Site Community Based**
Provide any additional information to explain your services category or preferred model of delivery. When applying for a school-based model, indicate the number of school sites/programs your organization can serve. When applying for the intercession model, indicate the number of sessions (or "camp-style sessions) your organization can serve.	
In the box below, please briefly explain your rationale for this number of sites? Types of space the organization needs to run the program (Example: Need access to a garden to fulfill our organization's mission, ie.Need a stage etc). Types of equipment required to run the program.	

On behalf of ________________________ (Agency), I, ________________________________ (name)

_______________ _______________ (Position), _______________ declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Signature: _______________ Date: _______________

APPENDIX II: Application Questions

After reading the RFQ narrative, please respond to all of the questions within all four (4) titled sections below in no more than 10 double-spaced pages in 12pt Font. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III)

1. ORGANIZATIONAL CAPACITY (2 pages double space)

- OUSD's mission is to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent educators, every day. Our vision is that all Oakland Unified School District students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. Please explain why your organization is uniquely positioned to engage in partnership with the OUSD Expanded Learning Office to serve students. What is your organization's mission and vision and how does it align with OUSD?

- Describe your experience and approach to serving the Oakland community and/or other communities with similar demographics, assets, challenges, etc. Discuss your background working with Oakland families and other community partners. (Reference the supporting documents required under Eligible Applicant Qualifications Appendix III to support your experience).

- OUSD Expanded Learning Office is looking for partners who can demonstrate the ability to collaborate with transparency and commit to shared decision making with Oakland students, families, site leaders and district leaders. Provide our office with clear examples of how your agency has or will approach working with stakeholders and engage in collaborative leadership.

- Describe your organization's strategy in hiring, retention, and providing professional development of appropriate qualified staff to provide services to OUSD students in a culturally appropriate manner. Please include artifacts to support your description. i.e. Job announcements.

2. FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT (2 pages)

- Using your organization's budget and profit and loss statement provided in the required supporting documentation, create a budget narrative showing how your agency would allocate funds to run a high-quality expanded learning program. These budgets will need to be based on the grant requirements detailed in the Funding description above (Section E.); including a required staffing ratio of 1:20, 10:1 for Tk/K (or better). Utilize any of the following anticipated contract amounts to develop your budget.

Your budget should also show secured leveraged funds and resources that you would contribute to the operational costs of running a summer/intersession program. $30.24 per child/per day to serve up to 150 students for the duration of the program. (up to 6 weeks for the collaborative district summer program model) (approx. 40- 45 hours/week)

Your budget must detail:

- Staffing costs for service delivery, staff training, and prep time
- Full time site coordinator
- Any agency management-level staff who will be paid by grant funds for support of direct service programming
- Supplies, materials, curriculum, books, field trips, etc.
- Agency administrative costs not to exceed 4% of contracted amount
- Note: Your budget does not need to include snack costs if you are holding it on an OUSD campus.
- Describe how your organization will secure additional funding to match the contracted funds from OUSD. OUSD would like this standard to be met for all interested organizations regardless of funding source. OUSD will require that all enrichment summer provide 30% of in-kind services to support the entire program. What additional grant dollars and resources will your agency secure to help cover the costs of running an OUSD expanded learning program? Indicate sources and dollar value of contributions already secured and resources already leveraged. Describe your funding strategies and potential funding opportunities.

- Describe your organization's system, structures and processes to ensure sound fiscal management of grant funds, including expenditure reporting and payroll processes. How will your organization ensure compliant use of grant funds and proper maintenance of fiscal and other grant-related records for auditing purposes? Also discuss whether your organization has audited financial statements and the audit results secured within the last 2 years.

3. AGENCY INFRASTRUCTURE (2 Pages)

- Using an organizational chart, describe how the OUSD expanded learning program will be supported administratively and programmatically. Specifically, identify and describe the agency staffing, systems, and processes that will ensure each of the listed Lead Agency responsibilities will be fulfilled effectively.

- Describe the administrative systems and procedures your agency will put in place to ensure that your expanded learning program(s) is/are operating fully in compliance with requirements set forth by OUSD and the CA Dept. of Education. (*Unless otherwise stated by CDE under extenuating circumstances all sites are required to):*

  Student ratio of 1:20 and 10:1 for TK/K or better;
  - Staff meet OUSD Instructional Aide requirement (48 college units or Instructional Aid Certificate)
  - Full time school Site Coordinator stationed at each school site during the day
  - 85% attendance documented by daily OUSD mandated attendance protocols
  - Professional record keeping and reproduction upon request for district audits

- Describe the role of the Site Coordinator who will be the primary point(s) of contact for the OUSD expanded learning partnership, and who will maintain active collaboration with the school site leadership. Describe how this individual will ensure strong partnership with OUSD, the partnering school site(s), and other community partners working within OUSD expanded learning programs.

4. YOUTH DEVELOPMENT EXPERTISE, PROGRAM QUALITY ASSESSMENT PROCESS, AND SCHOOL DISTRICT ALIGNMENT (2 Pages)

- Describe how your organization's program model supports youth development. Cite prior noteworthy successes and challenges serving Oakland youth. How do you ensure each program is aligned with OUSD priorities? How does your program demonstrate that diversity, equity and inclusion are foundational in serving OUSD students?

- Please review the CDE's quality standards which are accessible on the CDE Website. These standards identify organization, staff and programmatic touchpoints used by CDE to guide program quality. Please identify and discuss your agency's strengths and key areas for improvement in providing quality youth development programming.

- How does your organization ensure that all of your expanded learning staff have baseline knowledge and understanding of youth development best practices? What tools and training does your organization utilize to build the capacity of your staff and programs to create responsive high quality youth development practices?

- What types of data does your organization use to evaluate program quality? How has your organization used this information to inform program quality growth? Please share what indicators demonstrate that your organization is making the desired impact.

APPENDIX III. Instructions for RFP Application Submission:

Deadline for submission of completed RFP application and supporting documentation is Dec. 9th, 2022 by 5:00 pm.

Any documents submitted after the deadline will not be accepted or reviewed**.**

All proposals will need to be in EITHER a Hardcopy Proposal that is delivered to the procurement office OR a combination of pdf files emailed to procurement@ousd.org. Any documents submitted after the deadline will not be accepted or reviewed.

All e files will need to be in PDF format and accessible to OUSD. Any files missing could result in a disqualification from the RFP process.

Required Supporting Documentation Instructions:

In addition to the RFP Application in Appendix 1 and responses to questions in Appendix II, organizations also need to submit the following:

All files will need to be clearly labeled based on the list below:

- **Sample schedule** of a summer/intersession program within the models outlines in Section D. *[Example of Title: Model Program_Organization Name_Types of Sports]*
- *click here for* **A sample budget** pertaining to the program schedule and activity summary.
- Organizational chart of agency that illustrates how the Summer/Intersession Program is to be supported administratively and programmatically (indicate specific names next to titles of staff whenever possible)
- Bank statements to show proof of operating cash reserves (reference application question 2 in appendix II for details)
- Profit and loss statement and/or copy of 2020 990 Tax Form
- Job description for site coordinator and program instructor
- Copy of IRS letter certifying tax exempt status
- **Signed letter of agreement** (as elaborated upon in Section N)
- **Letters of reference** (maximum of 2)
- Copy of Monitoring Reports and/or other external evaluations of the program (maximum of 1)

- Documents demonstrating fulfillment of minimum Proposals (outlined in Section C)
  - Statement of Qualifications
  - Commercial General Liability Insurance
  - Agency Letter that states the following; staff working within OUSD must pass fingerprint review by CA DOJ and FBI, TB testing requirements, mandate reporting. In addition, staff must meet the minimum Instruction Aid (IA) qualification and be first-aid, concussion, and CPR certified.

APPENDIX IV: OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist

1. Intent
2. Term of MOU
3. Termination
4. Compensation
4.1. Total Compensation
4.2. Positive Attendance
4.2.1. Reconciliation Process for Positive Attendance Based Grant Funds
4.2.2. Administrative Charges and Reconciliation
4.3. OUSD Administrative Fees
4.4. Agency Administrative Fees
4.5. Program Budget
4.6. Modifications to Budget
4.7. Program Fees
5. Scope of Work
5.1. Student Outcomes
5.1.1. Alignment with Community School Strategic Site Plan
5.2. Oversight
5.3. Enrollment
5.4. Program Requirements
5.4.1. Program Hours
5.4.2. Program Days
5.4.3. Program Components
5.4.4. Staff Ratio
5.5 Data Collection
5.5.1. Accountability Reports
5.5.2. Attendance Reports
5.5.3. Use of Enrollment Packet
5.6. Maintain Clean, Safe and Secure Environment
5.7. Meeting Participation
5.8. Relationships
5.9. Licenses
6. Field Trip Policy. Field Trips, Off Site Events and Off Site Activities
6.1. – 6.13.2., including, but not limited to:
6.1. Licenses Permission Slips/Acknowledgement
6.1.3. Notice of Waiver of All Claims
6.5. Health Conditions/Medication
6.6. Supervision
6.7. Transportation Requirements
6.11. Additional Requirements for High Risk, Overnight, Out of State Trips
6.12. Additional Requirements for Field Trips/Excursions Which Include Swimming or Wading
6.13. Additional Requirements for Trips to East Bay Regional Park District Bodies of Water (swimming pools, lagoons, shoreline parks and lakes) and Related

Facilities
7. Financial Records
7.1. Accounting Records
7.2. Disputes
8. Invoicing
8.1. Billing Structure
8.2. Unallowable Expenses
8.3. Invoice Requirements
8.4. Submission of Invoices
8.5. Submission of Invoices for ASESP and 21st Century Grants
9. Ownership of Documents
10. Changes
10.1. Agency Changes
10.2. Changing Legislation
11. Conduct of Consultant
11.1. Child Abuse and Neglect Reporting Act
11.2. Staff Requirements
11.2.1. Tuberculosis Screening
11.2.2. Fingerprinting of Agents
11.2.3. Minimum Qualifications
11.3. Removal of Staff
11.4. Conflict of Interest
11.5. Drug-Free/Smoke Free Policy
11.6. Non-Discrimination
12. Indemnification
13. Insurance
13.1. Commercial General Liability
13.2. Worker's Compensation
13.3. Property and Fire
14. Litigation
15. Incorporation of Recitals and Exhibits
16. Counterparts
17. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
18. All exhibits, with required forms and timelines

The contract template that is currently being used by lead agencies is found in Appendix V.

All applicants are required to review the contract template currently in use, and sign the OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist of the RFP (Appendix IV).

Submission of this Signed Boilerplate Checklist will constitute a representation by your firm that it has read all the clauses listed in the OUSD Expanded Learning Lead Agency MOU contract sample (Appendix V), is willing and able to comply with OUSD contracting requirements, and understands that the standard OUSD Expanded Learning Lead Agency MOU is subject to change annually.

Signature	
Date	
Name and Title of Signatory	
Name of Organization	

APPENDIX V: SAMPLE OF OUSD SERVICES AGREEMENT

SAMPLE OUSD SERVICE CONTRACT *(DO NOT ADJUST TO CHANGE)*

SERVICES AGREEMENT 2023-2024

This Services Agreement (“Agreement”) is a legally binding contract entered into between the Oakland Unified School District (“OUSD”) and the below named entity or individual (“VENDOR,” together with OUSD, “PARTIES”):
The parties hereby agree as follows:

1. Term.

a. This Agreement shall start on the below date (“Start Date”): If no Start Date is entered, then the Start Date shall be the latest of the dates on which each of the Parties signed this Agreement.

b. The work shall be completed no later than the below date (“End Date”): If no End Date is entered, then the End Date shall be the first June 30 after the Start Date. If the term set forth above would cause the Agreement to exceed the term limits set forth in Education Code section 17596, the Agreement shall instead automatically terminate upon reaching said term limit.

2. Services.

VENDOR shall provide the services (“Services”) as described in #1A and #1B of Exhibit A, attached hereto and incorporated herein by reference. To the extent that there may be a school closure (e.g., due to poor air quality, planned loss of power, COVID-19) or similar event in which school sites and/or District offices may be closed or otherwise inaccessible, VENDOR shall describe in #1B of Exhibit A whether and how its services would be able to continue.

3. Alignment and Evaluation.

a. VENDOR agrees to work and communicate with OUSD staff, both formally and informally, to ensure that the Services are aligned with OUSD’s mission and are meeting the needs of students as determined by OUSD.

b. OUSD may evaluate VENDOR in any manner which is permissible under the law. OUSD’s evaluation may include, without limitation: (i) requesting that OUSD employee(s) evaluate the performance of VENDOR, each of VENDOR’s employees, and each of VENDOR’s subcontractors, and (ii) announced and unannounced observance of VENDOR, VENDOR’s employee(s), and VENDOR’s subcontractor(s).

4. Inspection and Approval.

VENDOR agrees that OUSD has the right and agrees to provide OUSD with the opportunity to inspect any and all aspects of the Services performed including, but not limited to, any materials (physical or electronic) produced, created, edited, modified, reviewed, or otherwise used in the preparation, performance, or evaluation of the Services. In accordance with Paragraph 8 (Compensation), the Services performed by Vendor must meet the approval of OUSD, and OUSD reserves the right to direct

VENDOR to redo the Services, in whole or in part, if OUSD, in its sole discretion, determines that the Services were not performed in accordance with this Agreement.

5. Data and Information Requests.
VENDOR shall timely provide OUSD with any data and information OUSD reasonably requests regarding students to whom the Services are provided. VENDOR shall register with and maintain current information within OUSD's Community Partner database unless OUSD communicates to VENDOR in writing otherwise, based on OUSD's determination that the Services are not related to community school outcomes. If and when VENDOR's programs and school site(s) change (either midyear or in subsequent years), VENDOR shall promptly update the information in the database.

6. Confidentiality and Data Privacy.

a. OUSD may share information with VENDOR pursuant to this Agreement in order to further the purposes thereof. VENDOR and all VENDOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services, provided such information is (i) marked or identified as "confidential" or "privileged," or (ii) reasonably understood to be confidential or privileged.

b. VENDOR understands that student data is confidential. If VENDOR will access or receive identifiable student data, other than directory information, in connection with this Agreement, VENDOR agrees to do so only after VENDOR and OUSD execute a separate data sharing agreement.

(i) If VENDOR is a software vendor, it agrees to access or receive identifiable student data, other than directory information, only after executing a California Student Data Privacy Agreement ("CSDPA") or CSDPA Exhibit E (available here).

(ii) If VENDOR is not a software vendor, it agrees to access or receive identifiable student data, other than directory information, only after executing the OUSD Data Sharing Agreement (available here).

(iii) Notwithstanding Paragraph 28 (Indemnification), should VENDOR access or receive identifiable student data, other than directory information, without first executing a separate data sharing agreement, VENDOR shall be solely liable for any and all claims or losses resulting from its access or receipt of such data.

c. All confidentiality requirements, including those set forth in the separate data sharing agreement, extend beyond the termination of this Agreement.

7. Copyright/Trademark/Patent/Ownership.
VENDOR understands and agrees that all matters produced under this Agreement, excluding any intellectual property that existed prior to execution of this Agreement, shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by VENDOR, its employees, or its subcontractors in connection with the Services performed under this Agreement. VENDOR cannot use, reproduce, distribute,

publicly display, perform, alter, remix, or build upon matters produced under this Agreement without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to register the copyright, trademark, and/or patent of said matter in the name of OUSD. OUSD may, with VENDOR's prior written consent, use VENDOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

8. Compensation.

OUSD agrees to pay VENDOR for satisfactorily performing Services in accordance with this Paragraph, Paragraph 10 (Invoicing), and #1C in Exhibit A.

a. The compensation under this Agreement shall not exceed:

This sum shall be for full performance of this Agreement and includes all fees, costs, and expenses incurred by VENDOR including, but not limited to, labor, materials, taxes, profit, overhead, travel, insurance, permitted subcontractor costs, and other costs.

b. OUSD shall not pay and shall not be liable to VENDOR for any costs or expenses paid or incurred by VENDOR not described in Exhibit A.

c. Payment for Services shall be made for all undisputed amounts no more frequently than in monthly installment payments within sixty (60) days after VENDOR submits an invoice to OUSD, in accordance with Paragraph 10 (Invoicing), for Services actually performed and after OUSD's written approval that Services were actually performed. The granting of any payment by OUSD, or the receipt thereof by VENDOR, shall in no way lessen the liability of VENDOR to correct unsatisfactory performance of Services, even if the unsatisfactory character of the performance was not apparent or detected at the time a payment was made. If OUSD determines that VENDOR's performance does not conform to the requirements of this Agreement, VENDOR agrees to correct its performance without delay.

d. Compensation for any Services performed prior to the Start Date or after the End Date shall be at OUSD's sole discretion and in an amount solely determined by OUSD. VENDOR agrees that it shall not expect or demand payment for the performance of such services.

e. VENDOR acknowledges and agrees not to expect or demand payment for any Services performed prior to the Parties, particularly OUSD, validly and properly executing this Agreement until this Agreement is validly and properly executed and shall not rely on verbal or written communication from any individual, other than the President of the OUSD Governing Board, the OUSD Superintendent, or the OUSD General Counsel, stating that OUSD has validly and properly executed this Agreement.

9. Equipment and Materials. VENDOR shall provide all equipment, materials, and supplies necessary for the performance of this Agreement.

10. Invoicing. Invoices furnished by VENDOR under this Agreement must be in a form acceptable to OUSD.

a. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, without limitation: VENDOR name, VENDOR address, invoice date, invoice number, purchase order number, name of school or department to which Services were provided, name(s) of the person(s) performing Services, date(s) Services were performed, brief description of Services provided on each date, the total invoice amount, and the basis for the total invoice amount (e.g., if hour rate, the number of hours on each date and the rate for those hours).

b. If OUSD, at its sole discretion, determines an invoice fails to include the required elements, OUSD will not pay the invoice and will inform VENDOR of the missing items; VENDOR shall resubmit an invoice that includes the required elements before OUSD will pay the invoice.

c. Invoices must be submitted monthly, and within 30 days of the conclusion of the applicable billing period, unless otherwise agreed. OUSD reserves the right to refuse to pay untimely invoices.

d. OUSD reserves the right to add or change invoicing requirements. If OUSD does add or change invoicing requirements, it shall notify VENDOR in writing and the new or modified requirements shall be mandatory upon receipt by VENDOR of such notice.

e. To the extent that VENDOR has described how the Services may be provided both in-person and not in-person, VENDOR's invoices shall—in addition to any invoice requirement added or changed under subparagraph (c)—indicate whether the Services are provided in-person or not.

f. All invoices furnished by VENDOR under this Agreement shall be delivered to OUSD via email unless OUSD requests, in writing, a different method of delivery.

11. Termination.

a. For Convenience by OUSD. OUSD may at any time terminate this Agreement upon thirty (30) days prior written notice to VENDOR. OUSD shall compensate VENDOR for Services satisfactorily provided through the date of termination. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief or Deputy may issue the termination notice without approval by the OUSD Governing Board, in which case this Agreement would terminate upon ratification of the termination by the OUSD Governing Board or thirty (30) days after the notice was provided, whichever is later.

b. Due to COVID-19. Notwithstanding Paragraph 19 (Coronavirus/ COVID-19) or any other language of this Agreement, if a shelter-in-place (or similar) order due to COVID-19 is issued or is in effect during the term of this Agreement that would prohibit or limit, at the sole discretion of OUSD, the ability of VENDOR to perform the Services, OUSD may terminate this Agreement upon seven (7) days prior written notice to VENDOR. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief or Deputy may issue the termination notice without approval by the OUSD Governing Board, in which case this Agreement would terminate upon ratification of the termination by the OUSD Governing Board or seven (7) days after the notice was provided, whichever is later.

c. For Cause. Either Party may terminate this Agreement by giving written notice of its intention to terminate for cause to the other Party. Written notice shall contain the reasons for such intention to terminate. Cause shall include (i) material violation of this Agreement or (ii) if either Party is adjudged bankrupt, makes a general assignment for the benefit of creditors, or a receiver is appointed on account of its insolvency. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief or Deputy may issue the termination notice without approval by the OUSD Governing Board, in which case this Agreement would terminate upon ratification of the termination by the OUSD Governing Board or three (3) days after the notice was provided, whichever is later, unless the condition or violation ceases or satisfactory arrangements for the correction are made.

d. Upon termination, VENDOR shall provide OUSD with all materials produced, maintained, or collected by VENDOR pursuant to this Agreement, whether or not such materials are complete or incomplete or are in final or draft form.

12. Legal Notices.

All legal notices provided for under this Agreement shall be sent via email to the email address set forth below and shall be either (i) personally delivered during normal business hours or (ii) sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other Party at the address set forth below.

OUSD

Name:	Joshua R. Daniels
Site/Dept:	Office of General Counsel
Address:	1000 Broadway, Suite 300
City, ST Zip:	Oakland, CA 94607
Phone:	510-879-8535
Email:	ousdlegal@ousd.org

VENDOR

Name:
Title:
Address:
City, ST Zip:
Phone:
Email:

Notice shall be effective when received if personally served or emailed or, if mailed, three days after mailing. Either Party must give written notice of a change of mailing address or email.

13. Status.

a. This is not an employment contract. VENDOR, in the performance of this Agreement, shall be and act as an independent contractor. VENDOR understands and agrees that it and any and all of its employees shall not be considered employees of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. VENDOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to VENDOR's employees.

b. If VENDOR is a natural person, VENDOR verifies all of the following:

(i) VENDOR is free from the control and direction of OUSD in connection with VENDOR's work;

(ii) VENDOR's work is outside the usual course of OUSD's business; and

(iii) VENDOR is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the work performed for OUSD.

c. If VENDOR is a business entity, VENDOR verifies all of the following:

(i) VENDOR is free from the control and direction of OUSD in connection with the performance of the work;

(ii) VENDOR is providing services directly to OUSD rather than to customers of OUSD;

(iv) VENDOR has the required business license or business tax registration, if the work is performed in a jurisdiction that requires VENDOR to have a business license or business tax registration;

(v) VENDOR maintains a business location that is separate from the business or work location of OUSD;

(vi) VENDOR is customarily engaged in an independently established business of the same nature as that involved in the work performed;

(vii) VENDOR actually contracts with other businesses to provide the same or similar services and maintains a clientele without restrictions from OUSD;

(viii) VENDOR advertises and holds itself out to the public as available to provide the same or similar services;

(ix) VENDOR provides its own tools, vehicles, and equipment to perform the services;

(x) VENDOR can negotiate its own rates;

(xi) VENDOR can set its own hours and location of work; and

(xii) VENDOR is not performing the type of work for which a license from the Contractors State License Board is required, pursuant to Chapter 9 (commencing with section 7000) of Division 3 of the Business and Professions Code.

14. Qualifications and Training.

a. VENDOR represents and warrants that VENDOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of OUSD. VENDOR will perform the Services in accordance with generally and currently accepted principles and practices of its profession for services to California school districts and in accordance with applicable laws, codes, rules, regulations, and/or ordinances. All VENDOR employees and agents shall have sufficient skill and experience to perform the work assigned to them.

b. VENDOR represents and warrants that its employees and agents are specially trained, experienced, competent and fully licensed to provide the Services identified in this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply, if VENDOR was selected, at least in part, on such representations and warrants.

15. Certificates/Permits/Licenses/Registration.

VENDOR's employees or agents shall secure and maintain in force such certificates, permits, licenses and registration as are required by law in connection with the furnishing of Services pursuant to this Agreement.

16. Insurance.

a. Commercial General Liability Insurance. Unless specifically waived by OUSD as noted in Exhibit A, VENDOR shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence for corporal punishment, sexual misconduct, harassment, bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of this Agreement (and within 15 days of each new policy year thereafter during the term of this Agreement). Evidence of insurance shall be attached to this Agreement or otherwise provided to OUSD upon request. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against VENDOR. The policy shall protect VENDOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

b. Workers' Compensation Insurance. Unless specifically waived by OUSD as noted in Exhibit A, VENDOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease.

17. Testing and Screening.

a. Tuberculosis Screening. Unless specifically waived by OUSD as noted in Exhibit A, VENDOR is required to screen employees who will be working at OUSD sites for more than six hours. VENDOR agents who work with students must submit to a tuberculosis risk assessment as required by Education Code section 49406 within the prior 60 days. If tuberculosis risk factors are identified, VENDOR agents must submit to an intradermal or other approved tuberculosis examination to determine that he/she is free of infectious tuberculosis. If the results of the examination are positive, VENDOR shall obtain an x-ray of the lungs. VENDOR, at its discretion, may choose to submit the agent to the examination instead of the risk assessment.

b. Fingerprinting/Criminal Background Investigation. Unless specifically waived by OUSD as noted in Exhibit A, for all VENDOR employees, subcontractors, volunteers, and agents providing the Services, VENDOR shall ensure completion of fingerprinting and criminal background investigation, and shall request and regularly review subsequent arrest records. VENDOR confirms that no employee, subcontractor, volunteer, or agent providing the Services has been convicted of a felony, as that term is defined in Education Code section 45122.1. VENDOR shall provide the results of the investigations and subsequent arrest notifications to OUSD. Waivers are not available for VENDORS whose employees, subcontractors, volunteers, and agents will have any contact with OUSD students.

c. VENDOR shall use either California Department of Justice or Be A Mentor, Inc. (http://beamentor.org/OUSDPartner) finger-printing and subsequent arrest notification services.

d. VENDOR agrees to immediately remove or cause the removal of any employee, representative, agent, or person under VENDOR's control person from OUSD property upon receiving notice from OUSD of such desire. OUSD is not required to provide VENDOR with a basis or explanation for the removal request.

18. Incident/Accident/Mandated Reporting.

a. VENDOR shall notify OUSD, via email pursuant to Paragraph 12 (Legal Notices), within twelve (12) hours of learning of any significant accident or incident. Examples of a significant accident or incident include, without limitation, an accident or incident that involves law enforcement, possible or alleged criminal activity, or possible or actual exposure to a communicable disease such as COVID-19. VENDOR shall properly submit required accident or incident reports within one business day pursuant to the procedures specified by OUSD. VENDOR shall bear all costs of compliance with this Paragraph.

b. To the extent that an employee, subcontractor, agent, or representative of VENDOR is included on the list of mandated reporters found in Penal Code section 11165.7, VENDOR agrees to inform the individual, in writing that they are a mandated reporter, and describing the associated obligations to report suspected cases of abuse and neglect pursuant to Penal Code section 11166.5.

19. Coronavirus/COVID-19.

a. Through its execution of this Agreement, VENDOR declares that it is able to meet its obligations and perform the Services required pursuant to this Agreement in accordance with any shelter-in-place (or similar) order or curfew (or similar) order ("Orders") issued by local or state authorities and with any social distancing/hygiene (or similar) requirements.

b. To the extent that VENDOR provides Services in person and consistent with the requirements of Paragraph 10 (Invoicing), VENDOR agrees to include additional information in its invoices as required by OUSD if any Orders are issued by local or state authorities that would prevent VENDOR from providing Services in person.

c. Consistent with the requirements of Paragraph 18 (Incident/Accident/Mandated Reporting), VENDOR agrees to notify OUSD, via email pursuant to Paragraph 12 (Legal Notices), within twelve (12) hours if VENDOR or any employee, subcontractor, agent, or representative of VENDOR tests positive for COVID-19, shows or reports symptoms consistent with COVID-19, or reports to VENDOR possible COVID-19 exposure.

d. VENDOR agrees to immediately adhere to and follow any OUSD directives regards health and safety protocols including, but not limited to, providing OUSD with information regarding possible exposure of OUSD employees to VENDOR or any employee, subcontractor, agent, or representative of VENDOR and information necessary to perform contact tracing, as well as complying with any OUSD testing and vaccination requirements.

e. VENDOR shall bear all costs of compliance with this Paragraph, including but not limited to those imposed by this Agreement.

20. Assignment.

The obligations of VENDOR under this Agreement shall not be assigned by VENDOR without the express prior written consent of OUSD and any assignment without the express prior written consent of OUSD shall be null and void.

21. Non-Discrimination.

It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, VENDOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735 and OUSD policy. In addition, VENDOR agrees to require like compliance by all its subcontractor (s). VENDOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex, sexual orientation, or other legally protected class.

22. Drug-Free/Smoke Free Policy.

No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, VENDORS, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.

23. Waiver.

No delay or omission by either Party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a subsequent act from constituting a violation of this Agreement.

24. No Rights in Third Parties.

This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

25. Conflict of Interest.

a. VENDOR shall abide by and be subject to all applicable regulations, statutes, or other laws regarding conflict of interest. VENDOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without the prior approval of OUSD Human Resources.

b. VENDOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between VENDOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

c. Through its execution of this Agreement, VENDOR acknowledges that it is familiar with the provisions of section 1090 *et seq.* and section 87100 *et seq.* of the Government Code, and certifies that it does not know of any facts which constitutea violation of said provisions. In the event VENDOR receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, VENDOR agrees it shall notify OUSD in writing.

26. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion.
Through its execution of this Agreement, VENDOR certifies to the best of its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List (https://www.sam.gov/).

27. Limitation of OUSD Liability.
Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation described in Paragraph 8 (Compensation). Notwithstanding any other provision of this Agreement, in no event shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this Agreement for the Services performed in connection with this Agreement.

28. Indemnification.
a. To the furthest extent permitted by California law, VENDOR shall indemnify, defend and hold harmless OUSD, its Governing Board, agents, representatives, officers, consultants, employees, trustees, and volunteers ("OUSD Indemnified Parties") from any and all claims or losses accruing or resulting from injury, damage, or death of any person or entity arising out of VENDOR's performance of this Agreement. VENDOR also agrees to hold harmless, indemnify, and defend OUSD Indemnified Parties from any and all claims or losses incurred by any supplier, VENDOR, or subcontractor furnishing work, services, or materials to VENDOR arising out of the performance of this Agreement. VENDOR shall, to the fullest extent permitted by California law, defend OUSD Indemnified Parties at VENDOR's own expense, including attorneys' fees and costs, and OUSD shall have the right to accept or reject any legal representation that VENDOR proposes to defend OUSD Indemnified Parties.
b. To the furthest extent permitted by California law, OUSD shall indemnify, defend, and hold harmless VENDOR, its Board, agents, representatives, officers, consultants, employees, trustees, and volunteers ("VENDOR Indemnified Parties") from any and all claims or losses accruing or resulting from injury, damage, or death of any person or entity arising out of OUSD's performance of this Agreement. OUSD shall, to the fullest extent permitted by California law, defend VENDOR Indemnified Parties at OUSD's own expense, including attorneys' fees and costs.

29. Audit.
VENDOR shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of VENDOR transacted under this Agreement. VENDOR shall retain these books, records, and systems of account during the term of this Agreement and for three (3) years after the End Date. VENDOR shall permit OUSD, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing

statements, invoices, records, and other data related to Services covered by this Agreement. Audit(s) may be performed at any time, provided that OUSD shall give reasonable prior notice to VENDOR and shall conduct audit(s) during VENDOR'S normal business hours, unless VENDOR otherwise consents.

30. Litigation.

This Agreement shall be deemed to be performed in Oakland, California and is governed by the laws of the State of California, but without resort to California's principles and laws regarding conflict of laws. The Alameda County Superior Court shall have jurisdiction over any litigation initiated to enforce or interpret this Agreement.

31. Incorporation of Recitals and Exhibits.

Any recitals and exhibits attached to this Agreement are incorporated herein by reference. VENDOR agrees that to the extent any recital or document incorporated herein conflicts with any term or provision of this Agreement, the terms and provisions of this Agreement shall govern.

32. Integration/Entire Agreement of Parties.

This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

33. Severability.

If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

34. Provisions Required By Law Deemed Inserted.

Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.

35. Captions and Interpretations.

Section and paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a Party because that Party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

36. Calculation of Time.

For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified and "hours" refers to hours regardless of whether it is a work day, weekend, or holiday.

37. Counterparts and Electronic Signature.
This Agreement, and all amendments, addenda, and supplements to this Agreement, may be executed in one or more counterparts, all of which shall constitute one and the same amendment. Any counterpart may be executed and delivered by facsimile or other electronic signature (including portable document format) by either Party and, notwithstanding any statute or regulations to the contrary (including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom), the counterpart shall legally bind the signing Party and the receiving Party may rely on the receipt of such document so executed and delivered electronically or by facsimile as if the original had been received. Through its execution of this Agreement, each Party waives the requirements and constraints on electronic signatures found in statute and regulations including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom.

38. W-9 Form.
If VENDOR is doing business with OUSD for the first time, VENDOR acknowledges that it must complete and return a signed W-9 form to OUSD.

39. Agreement Publicly Posted.
This Agreement, its contents, and all incorporated documents are public documents and will be made available by OUSD to the public online via the Internet.

40. Signature Authority.
a. Each Party has the full power and authority to enter into and perform this Agreement, and the person(s) signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.
b. Notwithstanding subparagraph (a), only the Superintendent, Chiefs, Deputy Chiefs, and the General Counsel have been delegated the authority to sign contracts for OUSD, and only under limited circumstances, which require ratification by the OUSD Governing Board. VENDOR agrees not to accept the signature of another other OUSD employee as having the proper authority and empowered to enter into this Agreement or as legally binding in any way.
c. Notwithstanding Paragraph 11, if this Agreement is executed by the signature of the Superintendent, Chiefs, Deputy Chiefs, or General Counsel under their delegated authority, and the Board thereafter declines to ratify the Agreement, the Agreement shall automatically terminate on the date that the Board declines to ratify it. OUSD shall compensate VENDOR for Services satisfactorily provided through the date of termination. Upon termination, VENDOR shall provide OUSD with all materials produced, maintained, or collected by VENDOR pursuant to this Agreement, whether or not such materials are complete or incomplete or are in final or draft form.

41. Contract Contingent on Governing Board Approval.
OUSD shall not be bound by the terms of this Agreement unless and until it has been (i) formally approved by OUSD's Governing Board or (ii) validly and properly executed by the OUSD Superintendent, the General Counsel, or a Chief or Deputy Chief authorized by the Education Code or Board Policy, and no payment shall be owed or made to VENDOR absent such formal approval or valid and proper execution.

IN WITNESS WHEREOF, the Parties hereto agree and execute this Agreement and to be bound by its terms and conditions:

VENDOR

Name: ____

Signature: ____

Position: ___________________________ Date:

One of the terms and conditions to which VENDOR agrees by its signature is subparagraph (e) of Paragraph 8 (Compensation), which states that VENDOR acknowledges and agrees not to expect or demand payment for any Services performed prior to the Parties, particularly OUSD, validly and properly executing this Agreement until this Agreement is validly and properly executed and shall not rely on verbal or written communication from any individual, other than the President of the OUSD Governing Board, the OUSD Superintendent, or the OUSD General Counsel, stating that OUSD has validly and properly executed this Agreement. VENDOR specifically acknowledges and agrees to this term/condition on the above date.

OUSD

Name: ____

Signature: ____

Position: ___________________________ Date:

☐ Board President

☐ Superintendent

☐ Chief/Deputy Chief

Name: Kyla Johnson-Trammell Signature: ___________________

Position: Secretary, Board of Education Date: _________________

Template approved as to form by OUSD Office of the General Counsel.

Sample Contract - Exhibit A

1A. General Description of Services to be Provided: *Provide a description of the service(s) VENDOR will provide.*

1B. Description of Services to be Provided During School Closure or Similar Event: *If there is a school closure (e.g., due to poor air quality, planned loss of power, COVID-19) or similar event in which school sites and/or District offices may be closed or otherwise inaccessible, would services be able to continue?*

☐ No, services would not be able to continue.
☐ Yes, services would be able to continue as described in 1A.
☐ Yes, but services would be different than described in 1A. Please briefly describe how the services would be different.

1C. Rate of Compensation: *Please describe the basis by which compensation will be paid to VENDOR:*

☐ Hourly Rate:
☐ Daily Rate:
☐ Weekly Rate:
☐ Monthly Rate:
☐ Per Student Served Rate:
☐ Performance/Deliverable

Payments: Describe the performance and/or deliverable(s) as well as the associated rate(s) below:

2. Specific Outcomes: *(A) What are the expected outcomes from the services of this Agreement? Please be specific. For example, as a result of the service(s): How many more OUSD students will graduate from high school? How many more OUSD students will attend school 95% or more? How many more OUSD students will have meaningful internships and/or paying jobs? How many more OUSD students will have access to, and use, the health services they need? (B) Please describe the measurable outcomes specific to the services. Please complete the sentence prompt: "Participants will be able to…" C. If applicable, please provide details of program participation. Please complete the sentence prompt: "Students will…"*

3. Alignment with School Plan for Student Achievement – SPSA (required if using State or Federal Funds): *Please select the appropriate option below:*

☐ Action Item included in Board Approved SPSA (no additional documentation required) – Item Number:

☐ Action Item added as modification to Board Approved SPSA – School site must submit the following documents to the Strategic Resource Planning for approval through the Escape workflow process:

- Meeting announcement for meeting in which the SPSA modification was approved.
- Minutes for meeting in which the SPSA modification was approved indicating approval of the modification.
- Sign-in sheet for meeting in which the SPSA modification was approved.

4. **Waivers:** *OUSD has waived the following. Confirmation of the waiver is attached herewith:*

☐ Commercial General Liability Insurance (Waiver only available, at OUSD's sole discretion, if VENDOR's employees, subcontractors, volunteers, and agents will have no contact (in-person *or virtual*) with OUSD students, and the compensation not-to-exceed amount is $25,000 or less.)

☐ Workers' Compensation Insurance (Waiver only available, at OUSD's sole discretion, if VENDOR has no employees.)

☐ Tuberculosis Screening (Waiver only available, at OUSD's sole discretion, if VENDOR's employees, subcontractors, volunteers, and agents will have no in-person contact with OUSD students.)

☐ Fingerprinting/Criminal Background Investigation (Waiver only available, at OUSD's sole discretion, if VENDOR's employees, subcontractors, volunteers, and agents will have no contact (in-person *or virtual*) with OUSD students.)

Proposer/ Vendor Forms Checklist to Complete

Exhibit A	Standard Form Response
Exhibit B	Reference Worksheet (3 minimum)
Exhibit C	Proposal Price Form
Exhibit D	Terms and Conditions
Exhibit E	Certification regarding Debarment, suspension, ineligibility
Exhibit F	Insurance
Exhibit G	Worker’s Compensation Certificate
Exhibit H	Fingerprinting Certificate
Exhibit I	Non- Collusion Declaration
Exhibit J	Piggyback Clause
Exhibit K	Authorized vendor Signature
Exhibit L	Data Request- OUSD Data Privacy

Proposer shall furnish all the following information accurately and completely. Failure to comply with this requirement may cause a proposal rejection. Additional sheets may be attached, if necessary. See Sections A, B and C below.

Exhibit A
Standard Form Response:

A. GENERAL INFORMATION

1. Company name, address and point of contact for this proposal (including prior business or operating names and dba names):

____
____
____

2. Tel:_____________ Website: ___________________ Email: _________________
3. Is the Company a Certified Oakland Small Business? Yes No
4. Type of Company: (check one)
   Individual Partnership Corporation
5. Names and titles of all principals/officers/partners of the company:

Name, Title Location Phone Number

6. Point of Contact if Contract is Awarded:

Name, Title Location Phone Number

B. LEGAL INFORMATION

1. Has your company ever been in litigation or arbitration involving service for any public, private or charter K-12 schools during the prior five (5) years?

Yes No

If yes, provide the name of the school district or school and briefly detail the dispute.

____
____

2. Has your company ever had a contract terminated for convenience or default in the prior five years?

Yes No

If yes, provide details including the name of the other party:

____
____

3. Is/are your company, owners, and/or principal, partner or manager involved in or is your company aware of any pending litigation regarding professional misconduct, bad faith, discrimination, or sexual harassment?

Yes No

If yes, provide details:

____
____

4. Is/are your company, owners, and/or principals or partners involved in or aware of any pending disciplinary action and/or investigation conducted by any local, state, or federal agency?

Yes No

If yes, provide details:

____
____

Exhibit B
References:

To be submitted for each of the three to five (5) references required.

Reference 1:

Customer Name: ____

Contact Name: ____

Title: ____

Address: ____

Phone Number: ____

Email: ____

Services Provided: ____

How satisfied were you with the services provided?
Excellent Good Average Unsatisfactory

Was the project completed on time and within budget?

____

Reference 2:

Customer Name: ____

Contact Name: ____

Title: ____

Address: ____

Phone Number: ____

Email: ____

Services Provided: ____

How satisfied were you with the services provided?
Excellent Good Average Unsatisfactory

Was the project completed on time and within budget?

____

Reference 3:

Customer Name: ____

Contact Name: ____

Title: ____

Address: ____

Phone Number: ____

Email: ____

Services Provided: ____

How satisfied were you with the services provided?
Excellent Good Average Unsatisfactory

Was the project completed on time and within budget?

____

Exhibit C
Proposal Price Form

Service Description:	Annual Pricing:
______________________________	__________________
______________________________	__________________
______________________________	__________________
______________________________	__________________
______________________________	__________________
______________________________	__________________
______________________________	__________________
Total Annual Amount of Proposal:	__________________
Additional Fees or Special Request Costs:	__________________

Signature____

Print Name: ____

Title: ____

Company Name: ____

Print Name: ____

Date: ________________________________

Exhibit D
Terms and Conditions

By virtue of submitting a proposal, each Bidder confirms that (a) it is agreeable to each and every provision of Attachment 1 – Contract Template and (b) that the District has the absolute right to delete existing and/or to include additional provisions in any resulting contract with a Bidder prior to execution of said contract(s) by the parties. In addition, consistent with Attachment 1 – Contract Template, by virtue of submitting a proposal each Bidder confirms the following:

1. Equal Opportunity – The Bidder must be an Equal Opportunity Employer, and shall be in compliance with the Civil Rights Act of 1964, the State Fair Employment Practice Act, and all other applicable Federal and State laws and regulations relating to equal opportunity employment. It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination against anyone because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, Bidder agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, Bidder agrees to require like compliance by all its subcontractors. Bidder shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

2. Errors and Omissions – If a bidder discovers any ambiguity, conflict, discrepancy, omission, or other error in the RFP, the bidder shall immediately notify the District of such error in writing and request clarification or modification of the document. Modifications will be made by addenda. Such clarification shall be given by written notice to all parties who have been furnished an RFP for bidding purposes, without divulging the source of the request for the same. Insofar as practicable, the District will give such notices to other interested parties, but the District shall not be responsible therefor. If a bidder fails to notify the District, prior to the date fixed for submission of bids, of an error in the RFP known to them, or an error that reasonably should have been known to them, they shall bid at their own risk; and if awarded the contract, the bidder shall not be entitled to additional compensation or time by reason of the error or its later correction. The bidder should carefully examine the entire RFP and addenda thereto, and all related materials and data referenced in the RFP or otherwise available to them, and should become fully aware of the nature and location of the work, the quantities of the work, and the conditions to be encountered in performing the work.

3. Bidder Agreement – In compliance with this RFP, the bidder will propose and agree to furnish all labor, materials, transportation, and services for the work described and specifications and for the items listed herein. A bid is subject to acceptance at any time within sixty (60) days after opening of the same, unless otherwise stipulated. Bids cannot be corrected or altered after opening by the District.

4. Bid Signee – If the bidder is an individual or an individual doing business under a company name, the bid must, in addition to the company name, be signed by the individual. If the bidder is a partnership, the bid should be signed with the partnership name by one of the partners. If a corporation, with the name of the corporation by an officer authorized to execute a bid on behalf of the corporation.

5. Bidders' Understanding – It is understood and agreed that the bidder has been, by careful examination, satisfied as to the nature and location of the work; the character, quality and quantity of the materials to be provided; the character of equipment and facilities needed preliminary to and during the prosecution of the work; and general and local conditions, and all other matters which can in any way affect the work under the contract. No verbal agreement or conversation with any officer, agent or employee of the District, either before or after the execution of the contract, shall affect or modify any of the contractual terms or obligations.

6. Intent of Specifications – All work that may be called for in the specifications shall be executed and furnished by the successful bidder(s), and should any work or materials be required which is not denoted in the specifications, either directly or indirectly but which is nevertheless necessary for the execution of the contract, the bidder is to understand the same to be implied and required, and shall perform all such work and furnish any such material as fully as if it were particularly delineated or described.

7. Extra Work – No bill or claim for extra work or materials shall be allowed or paid unless the doing of such extra work or the furnishing of such extra materials shall have been authorized in writing by the District's Director of Transportation.

8. Defense, Indemnity & Hold Harmless – Contractor shall indemnify, hold harmless and defend OUSD and each of its officers, officials, employees, volunteers and agents from any loss, liability, fines, penalties, forfeitures, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by OUSD, Contractor or any other person and from any claims, demands and actions in law or equity (including attorney's fees and litigation expenses), arising or alleged to have arisen directly or indirectly out of performance of this Agreement. Contractor's obligations under the preceding sentence shall apply jointly and severally regardless of whether OUSD or any of its officers, officials, employees, volunteers or agents are actively or passively negligent, but shall not apply to any loss or liability, fines, penalties, forfeitures, costs or damages caused solely by the active negligence or by the willful misconduct of OUSD. If Contractor should subcontract all or any portion of the work or activities to be performed under this MOU, Contractor shall require each subcontractor to indemnify, hold harmless and defend OUSD, its officers, officials, employees, volunteers or agents in accordance with the terms of the preceding paragraph. Contractor also agrees to hold harmless, indemnify, and defend the District and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, Contractor, or subcontractor furnishing work, services, or materials to Contractor in connection with the performance of this Agreement. This provision survives termination of this Agreement.

9. Disposition of Proposals – All materials submitted in response to this RFP will become the property of the District, and will be returned only at the District's option and at the bidder's expense. The original copy shall be retained for official files and will become a public record after the date and time for final bid submission as specified.

10. Terms of the Offer – The District's acceptance of Bidder's offer shall be limited to the terms herein unless expressly agreed in writing by the District. Proposals offering terms other than those shown herein will be declared non-responsive and will not be considered.

11. Awards – The District reserves the right of determination that items bid meet or do not meet bid specifications. Further, the Board of Education reserves the right to accept or reject any or all bids and to waive any informality in the bidding.

12. District's Alternative Providers – The District reserves the right to solicit, purchase and obtain from providers other than the successful Bidder(s) certain products and services, of a nature similar or equivalent to those products and services solicited in this RFP.

13. Bidder Agreement to Terms and Conditions – Submission of a signed proposal will be interpreted to mean Bidder has agreed to all the terms and conditions set forth in the pages of this solicitation, including the terms of the exemplar contract included herewith.

14. Laws Governing Contract – This contract shall be in accordance with the laws of the State of California. The parties further stipulate that the County of Alameda, California, is the only appropriate forum for any litigation arising here from.

15. Notices – Any notices relevant to this Agreement may be served effectually upon either the District or the Successful Bidder, one to the other, by delivering such notice in writing, or sending such notice by certified mail, traceable overnight letter or email.

16. Changes to the Agreement – The Agreement may be changed or amended by written, mutual consent of the District and each successful Bidder. No alteration or variation of the terms of the Agreement shall be valid unless made in writing and signed by the parties thereto, and no oral understanding or agreement not incorporated therein shall be binding on the parties thereto.

17. Nomenclatures – The terms Successful Bidders, Suppliers, Vendors, Providers, Service Providers, Awarded Contractors and Contractors may be used interchangeably in this solicitation and shall refer exclusively to the person, company, or corporation with whom the District enters into a contract as a result of this solicitation. The terms District, OUSD, Oakland Unified School District, Board and Board of Education may be used interchangeably in this solicitation and shall refer exclusively to the Oakland Unified School District. The terms Proposals, Bids and Offers may be used interchangeably in this solicitation and shall refer exclusively to the response made to this solicitation by any bidder. The terms RFP and Request For Proposals may be used interchangeably in this solicitation and shall refer exclusively to this solicitation. The terms Contract and

Agreement may be used interchangeably in this solicitation.

18. Time – Time is of the essence.

19. Severability – If any provisions, or portions of any provisions, of the contract are held invalid, illegal, or unenforceable, they shall be severed from the contract and the remaining provisions shall be valid and enforceable.

20. Assignment – The Agreement entered into with the District shall not be assigned without the prior written consent of the District.

21. No Rights in Third Parties – The Agreement entered into with the District does not create any rights in or inure to the benefit of any third party.

22. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Bidder must complete and return with its proposal the Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form, which is attached hereto as Exhibit E

Signature: ______________________________

Date: ______________________________

EXHIBIT E
CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION

I am aware of and hereby certify that neither___nor
[Name of Bidder] its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. I further agree that I will include this clause without modification in all lower tier transactions, solicitations, proposals, contracts and subcontracts. Where the bidder/offer or/contractor or any lower participant is unable to certify to this statement, it shall attach an explanation to this solicitation proposal.

IN WITNESS WHEREOF, this instrument has been duly executed by the Principal of the above named bidder on the_____day of______[PLACEHOLDER FOR DATE] for the purposes of submission of this bid.

By____
(Signature)

______
Typed or Printed Name

______
Title

As the awardee under this Bid, I hereby certify that the above certification remains valid as of the date of contract award, specifically, as of the_______day of ______
[PLACEHOLDER FOR DATE] for the purposes of award of this contract.

By____
(Signature)

______
Typed or Printed Name

______
Title

EXHIBIT F
INSURANCE

All Bidders must submit with its proposal evidence that the Bidder can meet the following insurance requirements:
Unless specifically waived by OUSD, the following insurance is required:

i.If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars ($1,000,000) per accident or disease.

ii.CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage with limits of no less than Five Million Dollars ($5,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

EXHIBIT G
WORKERS COMPENSATION CERTIFICATE

Labor Code § 3700
"Every employer except the state shall secure the payment of compensation in one or more of the following ways:
a. By being insured against liability to pay compensation in one or more insurers duly authorized to write compensation insurance in this state.
b. By securing from the Director of Industrial Relations a certificate of consent to self-insure either as an individual employer, or as one employer in a group of employers, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his or her employee.
c. For any county, city, city and county, municipal corporation, public district, public agency, or any political subdivision of the state, including each member of a pooling arrangement under a joint exercise of powers agreement (but not the state itself), by securing from the Director of Industrial Relations a certificate of consent to self-insure against workers' compensation claims, which certificate may be given upon furnishing proof satisfactory to the Director of ability to administer workers' compensation claims properly, and to pay workers' compensation claims that may become due to its employees. On or before March 31, 1979, a political subdivision of the state which, on December 31, 1978, was uninsured for its liability to pay compensation, shall file a properly completed and executed application for a certificate of consent to self-insure against workers' compensation claims. The certificate shall be issued and be subject to the provisions of Section 3702."
I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of the code, and I will comply with such provisions before commencing the performance of the work of this contract.

Contractor Name: ____
By ____
Signature of Authorized Signer ______________________________________
Title of Signor ____
By ____

____
Signature of Authorized Signor
____

Title of Signor

(In accordance with Article 5 (commencing at Section 1860), Chapter 1, Part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the District prior to performing any work under this contract.)
NOTE: If contractor is a corporation, the legal name of the corporation shall be set forth above together with the signature(s) of the authorized officers or agents as more particularly described in section 20 of this Solid Waste and Recycling Services Agreement; and if contractor is a partnership or joint venture, the true name of the firm shall be set forth above together with the signature of the individual or individuals authorized to sign contracts on behalf of and bind the partnership or joint venture.

EXHIBIT H
FINGERPRINTING CERTIFICATION

To the Governing Board of Oakland Unified School District
I_____, acknowledge and certify as follows: (Name of Contractor)

1. I have carefully read and understand the Notice to Contractors Regarding Criminal Record Checks ("Notice") (Education Code section 45125.1) required by the passage of AB 1610, 1612, and 2102.
2. Due to the nature of the work to be performed, my employees and volunteers may have contact with students of the District.
3. My employees and volunteers who may have contact with District students must complete background checks with the California Department of Justice (DOJ).
4. None of the employees or volunteers who will be performing the work has been convicted of a violent or serious felony as defined in the Notice and in Penal Code sections 667.5 and 1192.7. This determination was made by a background check through the DOJI.

I declare under penalty of perjury that the foregoing is true and correct.

Executed at_, California, on_____/_____/_____

Typed or Printed Name	Address
Title	Telephone Number
Signature	

NOTICE TO CONTRACTORS REGARDING CRIMINAL RECORDS CHECK (EDUCATION CODE SECTION 45125.1)

Education Code Section 45125.1 provides if the employees of any entity that has a contract with a school district may have any contact with pupils, those employees shall submit or have submitted their fingerprints in a manner authorized by the Department of Justice together with a fee determined by the Department of Justice to be sufficient to reimburse the Department for its costs incurred in processing the application.

The Department of Justice shall ascertain whether the individual whose fingerprints were submitted to it has been arrested or convicted of any crime insofar as that fact can be ascertained from information available to the Department. When the Department of Justice ascertains that an individual whose fingerprints were submitted to it has a pending criminal proceeding for a violent felony listed in Penal Code Section 1192.7(c), or has been convicted of such a felony, the Department shall notify the employer designated by the individual of the criminal information pertaining to the individual. The notification shall be delivered by telephone and shall be confirmed in writing and delivered to the employer by first-class mail.

The contractor shall not permit an employee to come in contact with pupils until the Department of Justice has ascertained that the employee has not been convicted of a violent or serious felony. The contractor shall certify in writing to the governing board of the school district that none of its employees who may come in contact with pupils have been convicted of a violent or serious felony.

Penal Code Section 667.5(c) lists the following “violent” felonies: murder; voluntary manslaughter; mayhem; rape; sodomy by force; oral copulation by force; lewd acts on a child under the age of 14 years; any felony punishable by death or imprisonment in the state prison for life; any felony in which the defendant inflicts great bodily injury on another; any robbery perpetrated in an inhabited dwelling; arson; penetration of a person’s genital or anal openings by foreign or unknown objects against the victim’s will; attempted murder; explosion or attempt to explode or ignite a destructive device or explosive with the intent to commit murder; kidnapping; continuous sexual abuse of a child; and carjacking.

Penal Code Section 1192.7 lists the following “serious” felonies: murder; voluntary manslaughter; mayhem; rape; sodomy by force; oral copulation by force; a lewd or lascivious act on a child under the age of 14 years; any felony punishable by death or imprisonment in the state prison for life; any felony in which the defendant personally inflicts great bodily injury on another, or in which the defendant personally uses a firearm; attempted murder; assault with intent to commit rape or robbery; assault with a deadly weapon on a peace officer; assault by a life prisoner on a non-inmate; assault with a deadly weapon by an inmate; arson; exploding a destructive device with intent to injure or to murder, or explosion causing great bodily injury or mayhem; burglary of an inhabited dwelling; robbery or bank robbery; kidnapping; holding of a hostage by a person confined in a state prison; attempt to commit a felony punishable by death or imprisonment in the state prison for life; any felony in which the defendant personally uses a dangerous or deadly weapon; selling or furnishing specified controlled substances to a minor; penetration of genital or anal openings by foreign objects against the victim’s will; grand theft involving a firearm; carjacking; and a conspiracy to commit specified controlled substances offenses.

EXHIBIT I
NON-COLLUSION DECLARATION

I,____, declare that I am the party making the foregoing proposal, that the proposal is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the proposal is genuine and not collusive or sham; that the proponent has not directly or indirectly induced or solicited any other proponent to put in a false or sham proposal and has not directly or indirectly colluded, conspired, connived, or agreed with any proponent or anyone else to put in a sham proposal, or that anyone shall refrain from responding; that the proponent has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix any overhead, profit, or cost element of the proposal price, or of that of any other proponent, or to secure any advantage against the public body awarding the Contract of anyone interested in proposed Contract; that all statements contained in the proposal are true, and, further, that the proponent has not, directly or indirectly, submitted his or her proposal price of any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date

Name of Vendor

Printed Name of Authorized Company Representative

Signature of Authorized Company Representative

EXHIBIT J
PIGGYBACK CLAUSE

The Oakland Unified School (District) hereby declares its intent and authorization to make this contract awarded under this Invitation for Proposal "piggybackable" by other education agencies in the state pursuant to Public Contract Code Sections § 20118 and § 20652.

School Districts participating in this bid shall be responsible for obtaining approval from their Boards of Education or other approving body of authority when necessary, and shall hold the Oakland Unified School District harmless from any disputes, disagreements or actions which may arise as a result of using this bid.

The District waives any right to receive payment from other California agencies making purchases off the awarded Contract, and those agencies will make payment directly to the Awarded Vendor.

Acceptance or rejection of this clause <u>will not</u> affect the outcome of this bid.

By signing below, Vendor agrees to allow other agencies (including public, private and charter schools districts) to purchase equipment and services using the same terms and conditions.

Option Granted (_____) YES

Option Granted (_____) NO

EXHIBIT K
Authorized Vendor Signature

Prime Point of Contact

Proposal Submitted by:

The undersigned declares under penalty of perjury under the laws of the State of California that the presentations made in this bid are true and correct.

Date	Signature/Title	Type or Print Name
Name of Company	Address	City and State
Area Code	Telephone #	Fax #

Federal Tax ID Number

EXHIBIT L
Data Request - OUSD Data Privacy and Management Agreement

To submit a qualified proposal for RFP Bid No. _____________________, _______________________ ("Bidder") requests the specific OUSD records or data listed in Attachment A.

TRANSFER OF DATA: OUSD and Bidder shall use a secure means - OUSD FTP site for transferring confidential information. At no time will data be sent by any other means to or from the parties, such as through cloud sharing services or remotely hosted non-OUSD FTP sites.

PERIOD OF AGREEMENT: This Agreement shall be effective when signed by both parties, and will terminate on 06/30/2023 unless terminated earlier by OUSD.

Bidder agrees to the following confidentiality statements:

A. Bidder acknowledges that these data are confidential data and proprietary to OUSD, and agree to protect such information from unauthorized disclosures and to comply with all applicable District, Local, State and Federal confidentiality laws and regulations including but not limited to the California Education Code and the Family Education Rights and Privacy Act (FERPA).

B. Bidder designates _______________________ (name of bidder's officer), ____________________ (title of bidder's designated officer), as the person responsible for the security and confidentiality of the data and will notify OUSD immediately in writing of any change in designee.

C. Bidder will use appropriate safeguards to prevent the use or disclosure of the information other than as provided by this data use Agreement.

D. Bidder shall instruct all staff with access to confidential information about the requirements for handling confidential information, and require each person who will have access to confidential information to sign an agreement to comply with the confidentiality provisions of this Agreement, and any other confidentiality requirements of the Bidder. Bidder will also maintain a log of any such access.

E. Bidder shall not assign this Agreement or any portion thereof to a subcontractor or other third party without the prior written consent of OUSD, and any attempted assignment without such prior written consent in violation of this Section shall automatically terminate this Agreement.

F. Bidder shall not upload or handover data provided under this agreement or any portion thereof to a subcontractor or other third party software or manual service without the prior written consent of OUSD, and any attempted assignment without such prior written consent in violation of this Section shall automatically terminate this Agreement.

G. Bidder agrees that the handling and evaluation of the data shall be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the Bidder that have legitimate interests or permission for accessing such information.

H. Bidder will report only aggregate data and will not report any individual data, nor will data be reported in a manner that permits indirect identification of any individual.
I. Bidder will not contact the individuals included in the data sets without obtaining advance written authorization from OUSD.
J. Bidder shall not re-disclose any individual-level data with or without identifying information to any other requesting individuals, agencies, or organizations without prior written authorization by OUSD.
K. Bidder shall use the data only for the purpose described in Section A above. These data shall not be used for personal gain or profit.
L. Bidder shall keep all information furnished by OUSD in a space physically and electronically secure from unauthorized access. Information and data shall be stored and processed in a way using current industry standard under encryption, so that unauthorized persons cannot retrieve nor alter the information by means of a computer, remote terminal, or other means. No data will be stored on laptop computers or other portable computing devices or media, e.g., flash drives, etc.
M. Bidder shall permit examination and on-site inspections by OUSD upon reasonable advance notice for the purpose of ascertaining whether the terms of this Agreement are being met.
N. Bidder agrees that the confidential data will be destroyed within 30 days after no longer needed for the purposes for which the request was conducted, and will provide written notification to OUSD confirming when the data have been securely destroyed.

LIABILITY

Bidder agrees to be responsible for, and assumes all liability for, any claims, costs, damages or expenses (including reasonable attorneys' fees) that may arise from or relate to the Bidder's intentional or negligent release of personally identifiable student, parent or staff data ("Claims"). Bidder agrees to hold harmless OUSD and pay any costs incurred by OUSD in connection with any Claim. The provisions of this Section shall survive the termination or expiration of this Agreement.

TERMINATION

A. This Agreement may be terminated as follows, after notification via the United States Postal Service (certified mail or registered mail) or recognized overnight delivery service (e.g., UPS, DHL or FedEx): 1. By OUSD immediately in the event of a material breach of this Agreement by Bidder. 2. By OUSD after 14days advance written notice to the Bidder, for any reason or no reason.
B. The confidentiality provisions of this Agreement shall survive the termination of the Agreement.
C. If this Agreement is terminated by either party for material breach or for any other reason with 14 days written notice, the confidential information shall be returned or destroyed within 7 days of the termination.
D. If the Agreement terminates at the end of the term (period of Agreement), Bidder shall return or destroy all confidential information when it is no longer needed for preparation of the Bidder's proposal. Such return or destruction shall occur within 7 days after it is no longer needed for preparation of Bidder's proposal.

E. Destruction of the confidential information shall be accomplished by utilizing an approved method of confidential destruction, including shredding, burning or certified/witnessed destruction for physical materials and verified erasure of magnetic media using approved methods of electronic file destruction.

GENERAL UNDERSTANDING

A. This Agreement contains the entire understanding of the parties and may only be amended in writing signed by the parties.
B. This Agreement shall be governed by and construed under the laws of the State of California.
C. Any waiver by any party of the violation of any provision of this Agreement shall not bar any action for subsequent violations of the Agreement.

Proposer :

_______________________________ Date: ____________________

Name of Proposer's Signee

____

Title of Proposer's Signee

APPENDIX VI: Appeals Process for Applicants

Any applicant may appeal to the Oakland Unified School District Procurement Department if the determination that it is not prequalified. An appeal must be based on one or both of two following:

- **Unfair process** (e.g., the appellant's proposal was treated differently than others, conflict of interest by OUSD Department of Expanded Learning staff, etc.)

- **Material error** (e.g., the appellant's proposal was reviewed under the wrong funding strategy, failure to consider all application materials, incorrect application of evaluation rubric or some other mistake of fact occurred), or

The appellant must submit the appeal by January 24, 2022 (i.e., 5 business days after the Notification Date). If the appellant fails to file an appeal prior to the applicable appeals deadline, the appellant waives any and all rights to challenge the decision of the District, whether by administrative process, judicial process, or any other legal process or proceeding.

An appeal must clearly state the facts that establish one of the above-referenced bases for appeal and how, as a result, the appellant's proposal was affected negatively. The appeal will be considered and adjudged by the Senior Procurement Analyst, whose decision will be final. Appellant should submit the appeal and any supporting documents should be sent electronically by email to:

Rosaura M. Altamirano
Senior Manager, Supply Chain & Logistics
rosaura.altamirano@ousd.org

Appellants will receive written notice of the outcome of their appeal February 1, 2022. In the event that an applicant's appeal is successful, the agency will be treated as all other prequalified agencies.

APPENDIX I: RFP Application

2022 OUSD Request for Proposals Application (Template)

ASES, 21st CCLC, ELO-P, and ASSETS Expanded Learning Programs

Cover Sheet Template

Organization Name:	Aim High		
Primary Contact Person:	Benjie Achtenberg	Secondary Contact Person:	Jonathan Thornton
Email:	bachtenberg@aimhigh.org	Email:	jthornton@aimhigh.org
Telephone #:	(510) 328-3940	Telephone #:	(707) 307-3745

Does your organization have 501c3 status? Please provide documentation of this status in your supporting documentation section.	☒	Yes
	☐	No
Have you served as an OUSD summer agency prior to this application? If yes, please identify the years and durations served: Aim High has partnered with OUSD annually to deliver our five-week summer program since we first launched our Oakland program at Urban Promise Academy in 2007. Since then, we have served the following Oakland sites during the summer: Urban Promise Academy (2007–present), Madison Park Academy (2017–present), Frick United Academy of Language (2018–2022), Westlake Middle School (2014–2016, 2018–present), and Bret Harte (2016–1017).	☒	Yes
	☐	No
Are you currently an approved OUSD community partner? If yes, please list the sites that you provided programming in OUSD schools: In Summer 2022, Aim High provided programming in Urban Promise Academy, Madison Park Academy, Westlake Middle School, and Frick United Academy of Language. For Summer 2023, we are exploring alternative sites with the Middle School Superintendent and Expanding Learning Office to serve the greatest possible number of OUSD middle school students.	☒	Yes
	☐	No
Do you currently provide summer/intersession programming in other school districts besides OUSD? If yes, please list all school districts you have served: San Francisco Unified School District, West Contra Costa County Unified School District, Napa Valley Unified School District, Calistoga Joint Unified School District, Tahoe Truckee Unified School District, Novato Unified School District, San Rafael City Schools	☒	Yes
	☐	No

Service Category--Grade Levels: Check the grade levels your organization is interested in serving		
Elementary (TK-5)	☐	yes
Elementary/Middle (TK-8)	☐	yes
Middle (6-8)	☒	yes
High School (9-12)	☐	yes
Alternative/Continuation High School	☐	yes

Service Category-Types and models of programs: Mark all that apply. What type of summer/intersession program are you interested in applying for?	
☒	**Summer Programming** – up to 6 weeks, 9 hours
☐	**Intersession** (Offering 9-hours of programming)
☐	**Weekends (Saturday, Sunday, or both days)**
☐	**Fall Break: week-long offering**
☐	**Winter Break: week-long offering**
☐	**Spring Break: week-long offering**
☐	**Other non school days (Holidays, staff pd days, etc)**
Preferred Model of delivery--(See Section D. for overview of models)	
☐	**Collaborative w/District staff on OUSD Campus**
☒	**Independent on OUSD Campus**
☐	**Off-site Community Based**

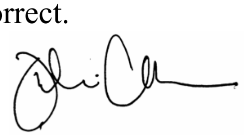
Provide any additional information to explain your services category or preferred model of delivery. When applying for a school-based model, indicate the number of school sites/programs your organization can serve. When applying for the intersession model, indicate the number of sessions (or "camp-style" sessions) your organization can serve.

Aim High is grateful for the opportunity to partner with OUSD to serve four school sites in summer 2023 via the independent model. Aim High will fully staff the program, including with experienced OUSD educators who enthusiastically return to our program annually. We will support the delivery of Aim High's award-winning curricula over five weeks of intellectually engaging and personally enriching summer programming.

In the box below, please briefly explain your rationale for this number of sites? Type of space the organization needs to run the program (Example: need access to a garden to fulfill our organization's mission, i.e. Need a stage, etc.). Types of equipment required to run the program.

Aim High needs classroom space to complete multidisciplinary projects. We are confident in our ability to recruit sufficient faculty and provide enriching experiences for 400 Oakland middle school students according to the capacity at each Aim High location.

On behalf of Aim High (Agency), I, Julia Chih (name) Chief Executive Officer (position), declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Signature: 

Date: December 8, 2022

Organizational Capacity

Aim High's mission is to create life-changing opportunities during the summer and beyond. Our work to nurture the potential of middle school students navigating systemic barriers, prepare them for high school with skills that catalyze success in college and beyond, and inspire the next generation of diverse teachers aligns precisely with Oakland Unified School District's (OUSD) mission focused on academic excellence while serving the whole child, working to eliminate inequity, and providing each child with excellent teachers. Aim High is a particularly close fit with OUSD's priorities for student achievement, health, and well-being with our unique combination of (1) professional development for credentialed teachers and diverse youth exploring the teaching profession and (2) research-based, culturally-relevant curricula that fosters both social-emotional and academic development. Our vision is for all middle school students to access joyful summer learning, inspired and innovative teachers, and holistic support to succeed in school and life.

Aim High shares OUSD's commitment to educational equity, which inspires our multidisciplinary summer program design, community partnerships with local nonprofits like Oakland Lacrosse, and our active collaboration with students, families/guardians, and OUSD faculty to shape the summer experience. Aim High embraces the febrile, raw beauty of early adolescence by targeting middle school, a vital stage of maturation and identity formation. It is also critical to educational trajectories: improving the college and career readiness skills students possess by eighth grade has the largest impact on high school graduates' ultimate level of college and career readiness – even more than any single high school-level enhancement.[1] Aim High's five-week, multi-year summer program builds on itself, with grade-appropriate activities tailored for each year of rising sixth graders through rising ninth graders aligned with the Collaborative for

[1] "The Forgotten Middle: Ensuring That All Students Are on Target for College and Career Readiness before High School," ACT.org, 2008, p. 11, https://www.act.org/content/dam/act/unsecured/documents/ForgottenMiddle.pdf.

Academic, Social, and Emotional Learning (CASEL) frameworks, Common Core State Standards, and Next Generation Science Standards (NGSS) for our Science, Technology, Engineering, & Math (STEM) curriculum components. The rigor of our program advances educational equity by prioritizing Oakland youth with spark and motivation navigating the systemic barriers: 98% of Aim High Oakland students identify as people of color (including 32% Black/African American, 42% Latinx/Hispanic, and 18% Asian American), reflecting the East and West Oakland, Fruitvale, and Lake Merritt area communities we serve; 93% come from low-income households; 74% are poised to be first-generation college graduates; and 48% come from households whose primary language is not English. We welcome students from diverse racial, ethnic, and gender identities regardless of academic track record, including those with Individualized Education Program (IEP) plans, because we recognize and respect the boundless potential in *all* Oakland students.

Aim High staff have successfully partnered with OUSD district officials, school principals and administrators, and educators to deliver our award-winning program[2] via the Independent Model to Oakland scholars since 2007. The OUSD teachers who serve as Site Directors and Lead Teachers are eager to return: nearly a quarter (22.5%) of paid 2022 Oakland summer staff had Aim High tenure of 3+ years, paid staff had an average Aim High tenure of 2.4 years, and 19% of all staff were Aim High alumni. Summer staff benefit from our thorough professional development, up to 125 hours of various teaching experiences, workshops, and 1:1 feedback. Oakland students respond to our culturally-relevant curricula, trauma-informed approach, and restorative practices governing behavior because our faculty live and work in our communities and echo their identities: 93% people of color, 46% multi-lingual, and 5% non-binary. Our results speak for themselves: 98% of Aim High students enroll in college (our Statement of Qualifications shares more detail).

[2] Please reference our Statement of Qualifications for additional detail and visit https://aimhigh.org/about-us/istory/ for a comprehensive list of numerous awards over our nearly four decades of transformative impact.

Fiscal Management and Resource Development

Aim High's Profit & Loss (P&L) Statement reflects our organization's complete revenue and expenses for our work with youth across Northern California (including Oakland and the wider Bay Area, Napa, and Tahoe/Truckee). Program expenses in the P&L statement that do not appear in our Oakland budget (but from which Oakland summer staff and youth will benefit) encompass our in-house program design, year-round educator professional development, and our partnerships work to share best practices, secure investments, and contribute to the larger educational equity movement. Aim High has been a stable, financially sound organization for nearly four decades, even through the pandemic; our board reserve policy requires us to hold a minimum of 15% of operating reserves and 10% cash reserves (equivalent to ~three months). Our day-to-day practice exceeds these minimums; we typically keep six months of cash reserves on hand. As of this RFP submission, the organization has nine months of cash reserves available. We are well-positioned to sustain our financial health through our Oakland Summer 2023 program.

This RFP includes four budgets corresponding to the four Oakland sites where Aim High anticipates holding programming, for a total OUSD funding request of $280,698. As of the time of this RFP submission, we are in final discussions to determine our fourth summer 2023 location. Each budget includes staffing costs to administer our Oakland program, with expenses varying based on the number of anticipated middle school students at each location. Aim High's Regional Program Director, East Bay will serve as the Site Coordinator, supervising the Site Directors who directly manage the Instructional Coaches or Student Support Specialists (final staffing will be determined in collaboration with Site Directors based on their site's unique needs), Lead Teachers, Assistant Teachers, and Interns. The budgets reflect the cost of the experienced and empathetic professionals who lead and deliver the program as well as the talented and eager individuals honing their skills as Assistant Teachers and Interns. Our request dedicates the majority of OUSD funds to summer staff providing direct service to Oakland middle school students and includes 4% for administrative costs. The in-kind column reflects revenue from sources other than OUSD that will allow Aim High to facilitate our program, including personnel costs and supplies like paper, pencils, notebooks, poster board, and more. As an example, these supplies allowed our 2022 students to hone skills across multiple academic disciplines with combined STEM and Humanities curricula as they explored solutions to a question of significance: "How does access to clean water impact peoples' lives?" Students built water towers of index cards (math/physics), wrote public service campaigns advocating for equitable water access (critical writing/analysis), and made water filtration devices from household items.

Aim High continues the detailed record-keeping and grants management practices that have governed our previous successful collaborations with OUSD. We track grant revenue and requirements in our Salesforce database and IntAcct accounting software, with a monthly reconciliation process ensuring aligned and accurate record keeping across both systems. We have detailed protocol to track committed funds for restricted expenditures, ensuring proper allocation of revenue toward particular expenses. Aim High can provide pay stubs, general ledger, and/or receipts for auditing purposes related to any OUSD expenses.

Aim High Oakland has a robust pipeline of investors, including foundations, corporations, individuals, and earned income sources as well as unrestricted general operating funds. Top Oakland funders for 2023 include $100K from Irene S. Scully Foundation, $100K from Quest Foundation, and $50K from Lampert/Byrd Family Fund, with more in the pipeline. Our fundraising strategy includes prioritizing renewal grants alongside further developing our pipeline with a diverse array of new investors.

Agency Infrastructure

Aim High's full-time central office staff include alumni of the program, professional educators with classroom experience and teaching credentials, and leaders with extensive experience in the education and nonprofit space. We all share a fervent belief in the promise of young people that fuels our indefatigable efforts toward equal access to substantive, meaningful summer programming. The core motivations and personal relationships our full-time, year-round staff have to this work influences the infrastructure we built to support academically rigorous and emotionally stimulating summer enrichment for middle school students. It also centers students in high-level decision-making across the organization.

The structure of our program fulfills and sometimes exceeds OUSD criteria. One week of faculty training, which includes 40 hours of professional development for summer staff responsible for program implementation, precedes the five weeks students spend sharpening their academic skills, bonding with their Aim High communities, and growing as people. Our five weeks of summer programming are offered from Monday – Friday for up to nine hours, with occasional weekend excursions. We have more than a decade of experience tracking program attendance according to OUSD protocols, and 90% of Aim High's Oakland students met our attendance requirement of 12 days or more in 2022.

Aim High's Oakland program is led by Benjie Achtenberg, our East Bay Regional Director whose ten years as a classroom teacher in OUSD and active participation in OUSD's monthly Expanded Learning Professional Learning Community inform his leadership. Benjie manages and oversees all Oakland sites and leads all school-year preparation for summer. As district liaison, he shares frequent, timely updates so district leaders have a detailed understanding of our program.

Aim High's collaborative leadership approach extends beyond the district to principals and school leaders. Benjie works with them to target the specific students that the school leaders recognize would most benefit from Aim High, integrating their on-the-ground knowledge into our recruitment, application, and acceptance process. Aim High interviews and hires teachers who work at each school site at the recommendation from school leadership. Most importantly, we include families from the beginning. Recruitment processes focus on families/guardians as well as students, and they remain involved: in addition to our Family Orientation, we have two to three family events so they can participate in and see what their students are learning. Families are invited to observe final presentations of demonstrations of learning and provide input/feedback at the end of the summer. Our evaluation protocol includes a family survey in addition to surveys of students and faculty, and we make actionable changes each summer from their feedback.

Aim High Site Directors supervise all summer staff, including either Instructional Coaches or Site Support Specialists to provide professional development coaching to summer staff. The Campus Coordinator facilitates daily program logistics. Lead Teachers, credentialed professionals with classroom experience, work alongside Assistant Teachers and high school Interns to deliver our culturally relevant and intellectually engaging program to middle school students. Counting Lead Teachers alone, Aim High's classes have a 1:20 student to teacher ratio. Including Assistant Teachers and high school Interns creates a faculty-to-student ratio closer to 1:10. Aim High's team-teaching model inspires and prepares young people of color to pursue careers in education while providing our middle schoolers with extra classroom attention from positive, diverse role models. Assistant Teachers observe the way credentialed teachers deliver curricula and build relationships while developing their own skills in real time. Please reference our org chart for a visual overview of this structure.

Youth Development Expertise, Program Quality Assessment Process, and School District Alignment

Aim High's program not only follows CASEL's best-practice frameworks for social-emotional development, we were part of the vanguard for this approach. An interest in more robust, holistic opportunities for students inspired Aim High's founding nearly 40 years ago and shaped our first curricula in 1986, eight years before CASEL was established. Our curricula encourage students to celebrate their identities and heritages, critically analyze their own academic work, and share their work and thought processes with others in small group settings and in an end-of-summer showcase in front of a larger group of Aim High faculty, students, and families/guardians.

Aim High's program strengths correspond to the California Department of Education's (CDE) quality components of "Summer Supplemental" and "Strong Systems, Structures and Culture" domains. Our Summer Supplemental strengths include warm, community-based relationship building further enhanced by the multi-year nature of our program and explicit celebration of diverse backgrounds and identities. Through our signature Issues & Choices class, students cultivate pride in themselves and empathy for others as they co-create safe spaces to explore topics like racism, peer pressure, and community. Students also learn wellness exercises to manage stress, including physical movement, meditation, and controlled breathing. They engage with moving, culturally relevant texts in our Humanities class to read, write, consider, and discuss contemporary issues. Our STEM challenge invites students to utilize the design thinking process and mathematical thinking to address real-world challenges. These processes build the self-efficacy, growth mindset, and habits of skill development that facilitate lifelong success. Examples of Strong Systems, Culture, and Structure include our rigorous practice of surveying and acting on annual feedback from students, families/caregivers, and faculty to inform our Continuous Quality

Improvement efforts. For example, survey results praising the college exposure trips inspired visits to UC Santa Cruz and Sacramento State campuses in 2022. Our Faculty Training Weekl includes trauma-informed approaches and restorative practices to govern student behavior as well as training to successfully implement our detailed, research-based curricula. Our team-teaching model and professional coaching built into our standard practices improve student experiences and faculty skill, anticipating further growth the following year. Our surveys include research-validated questions in consultation with experts from The Gardner Center at Stanford University and robust contextual data we then connect to the leading middle school education research. Aim High identified the CDE quality component of Adaptive Program as a growth opportunity, one we eagerly embrace. While we provide differentiated programming based on individual skills, we have high standards and we want clear, consistent, and honest communication about what we can and cannot provide to ensure our program meets student needs.

Aim High's industry-leading work with middle school students does not end with our program; we are an active community partner with local nonprofits to deliver programing and ensure further support through high school and college after Aim High students become Aim High alumni. We provide warm introductions to College Track and SEO Scholars for college access/completion support, enrichment programming for Oakland scholars via local organizations like Ball for Life, Camp Edmo, Oakland Lacrosse, Beat the Streets, and Women's Audio Mission: Girls on the Mic. We also refer students to YUP - Math Tutoring, Bay Area Video Coalition, Youth Opportunity Scholarships, and Bay Scholars. Our Oakland students show resilience in the face of external, systemic challenges, including rising violent crime rates, the lingering effects of years of pandemic restrictions, and increasingly rapid gentrification displacing traditional communities. Our students embrace Oakland's proud history of activism and join Aim High to open their futures.

APPENDIX IV: OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist

1. Intent
2. Term of MOU
3. Termination
4. Compensation
4.1. Total Compensation
4.2. Positive Attendance
4.2.1. Reconciliation Process for Positive Attendance Based Grant Funds
4.2.2. Administrative Charges and Reconciliation
4.3. OUSD Administrative Fees
4.4. Agency Administrative Fees
4.5. Program Budget
4.6. Modifications to Budget
4.7. Program Fees
5. Scope of Work
5.1. Student Outcomes
5.1.1. Alignment with Community School Strategic Site Plan
5.2. Oversight
5.3. Enrollment
5.4. Program Requirements
5.4.1. Program Hours
5.4.2. Program Days
5.4.3. Program Components
5.4.4. Staff Ratio
5.5 Data Collection
5.5.1. Accountability Reports
5.5.2. Attendance Reports
5.5.3. Use of Enrollment Packet
5.6. Maintain Clean, Safe and Secure Environment
5.7. Meeting Participation
5.8. Relationships
5.9. Licenses
6. Field Trip Policy. Field Trips, Off Site Events and Off Site Activities
6.1. – 6.13.2., including, but not limited to:
6.1. Licenses Permission Slips/Acknowledgement
6.1.3. Notice of Waiver of All Claims
6.5. Health Conditions/Medication
6.6. Supervision
6.7. Transportation Requirements
6.11. Additional Requirements for High Risk, Overnight, Out of State Trips
6.12. Additional Requirements for Field Trips/Excursions Which Include Swimming or Wading
6.13. Additional Requirements for Trips to East Bay Regional Park District Bodies of Water (swimming pools, lagoons, shoreline parks and lakes) and Related

Facilities
7. Financial Records
7.1. Accounting Records
7.2. Disputes
8. Invoicing
8.1. Billing Structure
8.2. Unallowable Expenses
8.3. Invoice Requirements
8.4. Submission of Invoices
8.5. Submission of Invoices for ASESP and 21st Century Grants
9. Ownership of Documents
10. Changes
10.1. Agency Changes
10.2. Changing Legislation
11. Conduct of Consultant
11.1. Child Abuse and Neglect Reporting Act
11.2. Staff Requirements
11.2.1. Tuberculosis Screening
11.2.2. Fingerprinting of Agents
11.2.3. Minimum Qualifications
11.3. Removal of Staff
11.4. Conflict of Interest
11.5. Drug-Free/Smoke Free Policy
11.6. Non-Discrimination
12. Indemnification
13. Insurance
13.1. Commercial General Liability
13.2. Worker's Compensation
13.3. Property and Fire
14. Litigation
15. Incorporation of Recitals and Exhibits
16. Counterparts
17. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
18. All exhibits, with required forms and timelines

The contract template that is currently being used by lead agencies is found in Appendix V.

All applicants are required to review the contract template currently in use, and sign the OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist of the RFP (Appendix IV).

Submission of this Signed Boilerplate Checklist will constitute a representation by your firm that it has read all the clauses listed in the OUSD Expanded Learning Lead Agency MOU contract sample (Appendix V), is willing and able to comply with OUSD contracting requirements, and understands that the standard OUSD Expanded Learning Lead Agency MOU is subject to change annually.

Signature	
Date	December 8, 2022
Name and Title of Signatory	Julia Chih, CEO
Name of Organization	Aim High

2022 OUSD Request for Proposals Application
RFP#22-129CSSS
Expanded Learning for Summer Learning and Intersession

Sample Schedule: Aim High

Start Time	End Time	Duration	Activity	Activity Description
8:30 AM	**9:00 AM**	0:30	**Early Drop-off & Breakfast**	Students arrive, socialize, play, and eat a provided breakfast supervised by select summer staff.
9:00 AM	**9:15 AM**	0:15	**Morning Assembly**	Staff and students gather in a central meeting space for a warm welcome, energizer activities, and announcements.
9:15 AM	**9:20 AM**	0:05	**Passing**	Passing period between classes
9:20 AM	**10:10 AM**	0:50	**1st Academic Period** **(STEM, Humanities, or Issues & Choices)**	All classes are taught in teams with a Lead Teacher and an Assistant Teacher and/or a High School Intern. With all summer faculty, classes achieve a 1:10 teacher-to-student ratio. STEM classes facilitate hands-on, project-based learning aligned to grade level NGSS Standards and Common Core State Standards. Humanities is a project-based learning class that hones critical reading, writing, thinking, and communication skills via culturally relevant texts/topics aligned to grade level Common Core State Standards. Issues & Choices classes develop social-emotional skills via identity development, community building, goal setting, and college and career readiness.
10:10 AM	**10:15 AM**	0:05	**Passing**	Passing period between classes
10:15 AM	**10:35 AM**	0:20	**Snack & Recess**	School-provided snack and recess
10:35 AM	**10:40 AM**	0:05	**Passing**	Passing period between classes
10:40 AM	**11:30 AM**	0:50	**2nd Academic Period** **(STEM, Humanities, or Issues & Choices)**	Please reference "1st academic period" description

Start Time	End Time	Duration	Activity	Activity Description
11:30 AM	**11:35 AM**	0:05	**Passing**	Passing period between classes
11:35 AM	**12:25 PM**	0:50	**3rd Academic Period** **(STEM, Humanities, or Issues & Choices)**	Please reference "1st academic period" description
12:25 PM	**1:10 PM**	0:45	**Lunch and recess**	School-provided lunch and recess
1:10 PM	**1:40 PM**	0:30	**Advisory**	Small-group community building as well as 1:1 check-ins with all students to ensure the program is meeting both social and academic needs.
1:40 PM	**1:45 PM**	0:05	**Passing**	Passing period between classes
1:45 PM	**3:00 PM**	1:15	**Activity/ Enrichment**	Afternoon enrichment activities maintain the 1:10 teacher-to-student ratio with all faculty and include activities like sports, arts, cooking, gardening, board games, maker spaces, drama, comic book making, swimming (when facilities are available), and movie making, and more. We partner with other organizations to offer additional activities like lacrosse (Oakland Lacrosse), wrestling (Beat The Streets), digital music production (Girls on the Mic), and more.
3:00 PM	**3:15 PM**	0:15	**Closing Assembly**	All staff and students gather for a warm closing, shout-outs and appreciations, and end-of-day announcements. Students are then dismissed to go home or to stay for the extended day program.
3:15 PM	**5:30 PM**	2:15	**Home or Extended-Day Enrichment**	Students who choose to stay after 3:15pm enjoy a provided snack and choose between 2-3 enrichment opportunities. These may include bike riding, various sports, arts, movie club, homework help, and community building games.

GRANT FUNDED SUMMER BUDGET PLANNING SPREADSHEET

TK-12 2023

Site Name:	**URBAN PROMISE ACADEMY**			
Site #:				
Lead Agency	**AIM HIGH**			
# of summer students (ADA)	**135**			
# of summer program days	**23**			
Total 21st CCLC Grant Funds	**$94,827**	**21st Century Grant Funds for Lead Agency**	**ELOP**	**Lead Agency In-Kind Contributions**
	TOTAL CONTRACTED FUNDS	**$94,827**		**$55,836**
BOOKS AND SUPPLIES				
4310	Supplies (can be purchased by lead agency for summer supplemental programming)	**$0**		**$16,625**
4310	Curriculum			
5829	Field Trips (fees, supplies)			
	Bus tickets for students			
	Rental bus for field trips			
	Snacks			
	Incentives			
	Family Night supplies			
	Total books and supplies	**$0**		**$16,625**
CONTRACTED SERVICES				
5825	Site Coordinator (Regional Program Director, East Bay)			$2,000
5825	Site Director (2 staff X 199.5 HOURS X $45, + 25 HOURS OF OVERTIME including prep and training time)	$8,405		$19,675
5825	Academic Instructors (Lead Teachers) (5 staff X 199.5 HOURS X $29, + 6 HOURS OF OVERTIME including prep and training time)	$30,233		
5825	Enrichment Facilitators (# of staff X total hours X hourly rate, including prep and training time)			

5825	STEM Instructors (3 staff X 199.5 HOURS X $29, + 6 HOURS OF OVERTIME including prep and training time)	$18,140		
5825	Contracted OUSD Summer Teachers			
5825	Subcontractors (please list each specific subcontracting agency)			
5825	Professional Development			
5825	Employee benefits			$8,536
5825	Assistant Teachers (5 staff X 199.5 HOURS X $21, + 6 HOURS OF OVERTIME including prep and training time)	$21,893		
5825	High School Interns (5 INTERNS x $1800 STIPEND FOR SUMMER)			$9,000
5825	Campus Coordinator (1 staff X 199.5 HOURS X $27, + 6 HOURS OF OVERTIME including prep and training time)	$5,630		
5825	Student Support Specialist (1 staff X 199.5 HOURS X $33, + 6 HOURS OF OVERTIME including prep and training time)	$6,881		
	Total services	**$91,180**		**$39,211**
IN-KIND DIRECT SERVICES				
	Total value of in-kind direct services			$0
SUBTOTALS				
	Subtotals DIRECT SERVICE	**$91,180**		**$55,836**
	Allowable lead agency admin (at 4% of contracted funds or less)	**$3,647**		
TOTALS				
	Total budgeted per column	$94,827		
	BALANCE remaining to allocate	**$0**		

Required Signatures for Budget Approval:

Lead Agency:		12/8/22		

Notes:

1) Lead agencies will be required to submit a summer-end expenditure report on these budget expenditures.
2) These contracted summer funds are based on anticipated summer program average daily attendance. Sites that fall short of 85% of the summer attendance target in the first week will be required to submit an aggressive student recruitment and retention plan for the remainder of the summer and reallocate budget funds appropriately to reflect actual attendance numbers.

GRANT FUNDED SUMMER BUDGET PLANNING SPREADSHEET

TK-12 2023

		21st Century Grant Funds for Lead Agency	ELOP	Lead Agency In-Kind Contributions
Site Name:	**WESTLAKE MIDDLE SCHOOL**			
Site #:				
Lead Agency	**AIM HIGH**			
# of summer students (ADA)	**120**			
# of summer program days	**23**			
Total 21st CCLC Grant Funds	**$84,290**			
	TOTAL CONTRACTED FUNDS	**$84,290**		**$64,217**
BOOKS AND SUPPLIES				
4310	Supplies (can be purchased by lead agency for summer supplemental programming)	**$0**		**$14,875**
4310	Curriculum			
5829	Field Trips (fees, supplies)			
	Bus tickets for students			
	Rental bus for field trips			
	Snacks			
	Incentives			
	Family Night supplies			
	Total books and supplies	**$0**		**$14,875**
CONTRACTED SERVICES				
5825	Site Coordinator (Regional Program Director, East Bay)			$2,000
5825	Site Director (2 staff X 199.5 HOURS X $45, + 25 HOURS OF OVERTIME including prep and training time)			$28,080
5825	Academic Instructors (Lead Teachers) (5 staff X 199.5 HOURS X $29, + 6 HOURS OF OVERTIME including prep and training time)	**$30,233**		
5825	Enrichment Facilitators (# of staff X total hours X hourly rate, including prep and training time)			

5825	STEM Instructors (3 staff X 199.5 HOURS X $29, + 6 HOURS OF OVERTIME including prep and training time)	$18,140		
5825	Contracted OUSD Summer Teachers			
5825	Subcontractors (please list each specific subcontracting agency)			
5825	Professional Development			
5825	Employee benefits			$8,536
5825	Assistant Teachers (5 staff X 199.5 HOURS X $21, + 6 HOURS OF OVERTIME including prep and training time)	$21,893		
5825	High School Interns (5 INTERNS x $1800 STIPEND FOR SUMMER)			$9,000
5825	Campus Coordinator (1 staff X 199.5 HOURS X $27, + 6 HOURS OF OVERTIME including prep and training time)	$5,630		
5825	Student Support Specialist (1 staff X 199.5 HOURS X $33, + 6 HOURS OF OVERTIME including prep and training time)	$5,155		$1,726
	Total services	**$81,049**		**$49,342**
IN-KIND DIRECT SERVICES				
	Total value of in-kind direct services			$0
SUBTOTALS				
	Subtotals DIRECT SERVICE	**$81,049**		**$64,217**
	Allowable lead agency admin (at 4% of contracted funds or less)	**$3,242**		
TOTALS				
	Total budgeted per column	$84,290		
	BALANCE remaining to allocate	**$0**		

Required Signatures for Budget Approval:

Lead Agency:		Date: December 8, 2022		

Notes:

1) Lead agencies will be required to submit a summer-end expenditure report on these budget expenditures.
2) These contracted summer funds are based on anticipated summer program average daily attendance. Sites that fall short of 85% of the summer attendance target in the first week will be required to submit an aggressive student recruitment and retention plan for the remainder of the summer and reallocate budget funds appropriately to reflect actual attendance numbers.

GRANT FUNDED SUMMER BUDGET PLANNING SPREADSHEET

TK-12 2023

Site Name:	**MADISON PARK ACADEMY**			
Site #:				
Lead Agency	**AIM HIGH**			
# of summer students (ADA)	**80**			
# of summer program days	**23**			
Total 21st CCLC Grant Funds	**$56,194**	**21st Century Grant Funds for Lead Agency**	**ELOP**	**Lead Agency In-Kind Contributions**
	TOTAL CONTRACTED FUNDS	**$56,194**		**$118,686**
BOOKS AND SUPPLIES				
4310	Supplies (can be purchased by lead agency for summer supplemental programming)	**$0**		**$9,875**
4310	Curriculum			
5829	Field Trips (fees, supplies)			
	Bus tickets for students			
	Rental bus for field trips			
	Snacks			
	Incentives			
	Family Night supplies			
	Total books and supplies	**$0**		**$9,875**
CONTRACTED SERVICES				
5825	Site Coordinator (Regional Program Director, East Bay)			$2,000
5825	Site Director (2 staff X 199.5 HOURS X $45, + 25 HOURS OF OVERTIME including prep and training time)			$28,080
5825	Academic Instructors (Lead Teachers) (4 staff X 199.5 HOURS X $29, + 6 HOURS OF OVERTIME including prep and training time)	$24,186		**$24,186**
5825	Enrichment Facilitators (# of staff X total hours X hourly rate, including prep and training time)			

5825	STEM Instructors (2 staff X 199.5 HOURS X $29, + 6 HOURS OF OVERTIME including prep and training time)	$12,093		$12,093
5825	Contracted OUSD Summer Teachers			
5825	Subcontractors (please list each specific subcontracting agency)			
5825	Professional Development			
5825	Employee benefits			$7,267
5825	Assistant Teachers (4 staff X 199.5 HOURS X $21, + 6 HOURS OF OVERTIME including prep and training time)	$17,514		$17,514
5825	High School Interns (3 INTERNS x $1800 STIPEND FOR SUMMER)			$5,400
5825	Campus Coordinator (1 staff X 199.5 HOURS X $27, + 6 HOURS OF OVERTIME including prep and training time)	$239		$5,391
5825	Student Support Specialist (1 staff X 199.5 HOURS X $33, + 6 HOURS OF OVERTIME including prep and training time)			$6,881
	Total services	**$54,032**		**$108,811**
IN-KIND DIRECT SERVICES				
	Total value of in-kind direct services			$0
SUBTOTALS				
	Subtotals DIRECT SERVICE	**$54,032**		**$118,686**
	Allowable lead agency admin (at 4% of contracted funds or less)	**$2,161**		
TOTALS				
	Total budgeted per column	$56,193		
	BALANCE remaining to allocate	**$0**		

Required Signatures for Budget Approval:

Lead Agency:		Date: December 8, 2022		

Notes:

1) Lead agencies will be required to submit a summer-end expenditure report on these budget expenditures.
2) These contracted summer funds are based on anticipated summer program average daily attendance. Sites that fall short of 85% of the summer attendance target in the first week will be required to submit an aggressive student recruitment and retention plan for the remainder of the summer and reallocate budget funds appropriately to reflect actual attendance numbers.

GRANT FUNDED SUMMER BUDGET PLANNING SPREADSHEET

TK-12 2023

Site Name:	**TBD**			
Site #:				
Lead Agency	**AIM HIGH**			
# of summer students (ADA)	**65**			
# of summer program days	**23**			
Total 21st CCLC Grant Funds	**$45,657**	**21st Century Grant Funds for Lead Agency**	**ELOP**	**Lead Agency In-Kind Contributions**
	TOTAL CONTRACTED FUNDS	**$45,657**		**$27,385**
BOOKS AND SUPPLIES				
4310	Supplies (can be purchased by lead agency for summer supplemental programming)	**$0**		**$8,125**
4310	Curriculum			
5829	Field Trips (fees, supplies)			
	Bus tickets for students			
	Rental bus for field trips			
	Snacks			
	Incentives			
	Family Night supplies			
	Total books and supplies	**$0**		**$8,125**
CONTRACTED SERVICES				
5825	Site Coordinator (Regional Program Director, East Bay)			$2,000
5825	Site Director (1 staff X 199.5 HOURS X $45, + 25 HOURS OF OVERTIME including prep and training time)	$895		$13,145
5825	Academic Instructors (Lead Teachers) (2 staff X 199.5 HOURS X $29, + 6 HOURS OF OVERTIME including prep and training time)	**$12,093**		
5825	Enrichment Facilitators (# of staff X total hours X hourly rate, including prep and training time)			

5825	STEM Instructors (1 staff X 199.5 HOURS X $29, + 6 HOURS OF OVERTIME including prep and training time)	$6,047		
5825	Contracted OUSD Summer Teachers			
5825	Subcontractors (please list each specific subcontracting agency)			
5825	Professional Development			
5825	Employee benefits			$4,115
5825	Assistant Teachers (2 staff X 199.5 HOURS X $21, + 6 HOURS OF OVERTIME including prep and training time)	$8,757		
5825	High School Interns (2 INTERNS x $1800 STIPEND FOR SUMMER)	$3,600		
5825	Campus Coordinator (1 staff X 199.5 HOURS X $27, + 6 HOURS OF OVERTIME including prep and training time)	$5,630		
5825	Student Support Specialist (1 staff X 199.5 HOURS X $33, + 6 HOURS OF OVERTIME including prep and training time)	$6,881		
	Total services	**$43,902**		**$19,260**
IN-KIND DIRECT SERVICES				
	Total value of in-kind direct services			$0
SUBTOTALS				
	Subtotals DIRECT SERVICE	**$43,902**		**$27,385**
	Allowable lead agency admin (at 4% of contracted funds or less)	**$1,756**		
TOTALS				
	Total budgeted per column	$45,658		
	BALANCE remaining to allocate	**$0**		

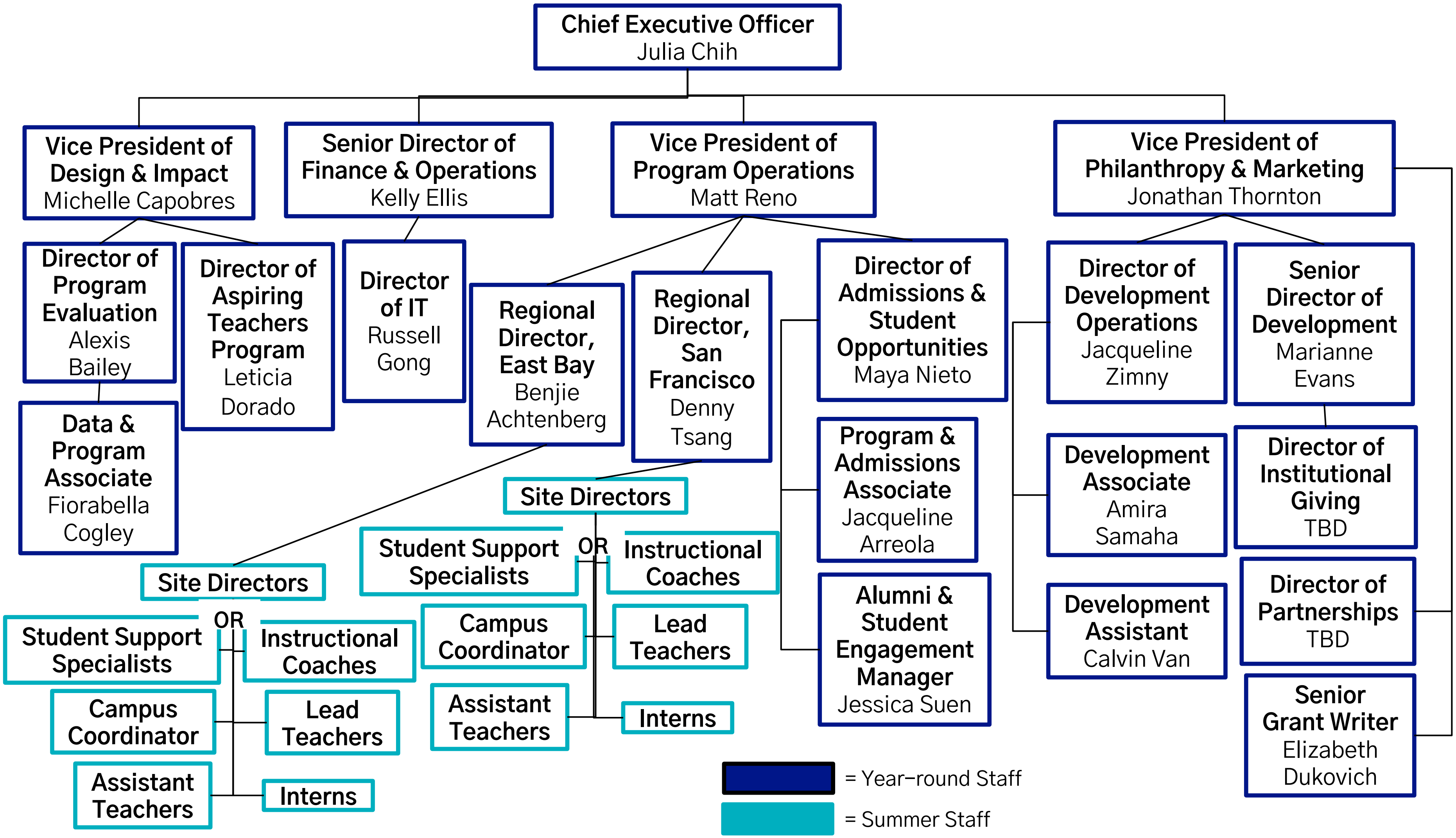
Required Signatures for Budget Approval:

Lead Agency:		Date: December 8, 2022		

Notes:

1) Lead agencies will be required to submit a summer-end expenditure report on these budget expenditures.
2) These contracted summer funds are based on anticipated summer program average daily attendance. Sites that fall short of 85% of the summer attendance target in the first week will be required to submit an aggressive student recruitment and retention plan for the remainder of the summer and reallocate budget funds appropriately to reflect actual attendance numbers.

Aim High Organization Chart



AIM HIGH

Account Statement
BUSINESS ANALYZED CHECKING

FIRST REPUBLIC BANK
It's a privilege to serve you®

Statement Period: October 01, 2022- October 31, 2022

Account Number: XXXXXX4[redacted]

AIM HIGH FOR HIGH SCHOOL
PO BOX 410715
SAN FRANCISCO CA 94141

Enclosures 1

Account Summary XXXXXX4

Beginning Balance	$2,189,617.90	Average Daily Balance	$2,274,169.55
Total Deposits and Credits	$529,983.60	Minimum Balance	$2,077,238.95
Total Withdrawals and Debits	$364,095.45-	Service Charges	$0.00
Total Checks Paid	$1,000.00-	Interest Paid This Period	$0.00
Ending Balance	**$2,354,506.05**	Interest Year to Date	$0.00

Checks Paid

* Gap in check sequence

Number	Date	Amount	Number	Date	Amount
8987	10/20	$1,000.00			

PUBLIC DISCLOSURE COPY

** PUBLIC DISCLOSURE COPY **

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

A For the 2020 calendar year, or tax year beginning SEP 1, 2020 and ending AUG 31, 2021

B Check if applicable:	C Name of organization	D Employer identification number
Address change	AIM HIGH FOR HIGH SCHOOL	
Name change	Doing business as AIM HIGH	94-3296338
Initial return	Number and street (or P.O. box if mail is not delivered to street address) 2030 HARRISON STREET — Room/suite	E Telephone number (415) 551-2301
Final return/terminated	City or town, state or province, country, and ZIP or foreign postal code SAN FRANCISCO, CA 94110	G Gross receipts $ 8,753,069.
Amended return	F Name and address of principal officer: JULIA CHIH	H(a) Is this a group return for subordinates? Yes [X] No
Application pending	2030 HARRISON STREET, SAN FRANCISCO, CA 941	H(b) Are all subordinates included? Yes No — If "No," attach a list. See instructions

I Tax-exempt status: [X] 501(c)(3) 501(c) ( )◀ (insert no.) 4947(a)(1) or 527

J Website: ▶ WWW.AIMHIGH.ORG

H(c) Group exemption number ▶

K Form of organization: [X] Corporation Trust Association Other ▶

L Year of formation: 1986 **M** State of legal domicile: CA

Part I Summary

Activities & Governance

1	Briefly describe the organization's mission or most significant activities: TO PROVIDE EDUCATIONAL SERVICES THROUGH THE OPERATION OF AIM HIGH FOR HIGH SCHOOL (AIM HIGH).		
2	Check this box ▶ if the organization discontinued its operations or disposed of more than 25% of its net assets.		
3	Number of voting members of the governing body (Part VI, line 1a)	3	27
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	26
5	Total number of individuals employed in calendar year 2020 (Part V, line 2a)	5	140
6	Total number of volunteers (estimate if necessary)	6	55
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

		Prior Year	Current Year
Revenue			
8	Contributions and grants (Part VIII, line 1h)	6,051,618.	8,273,012.
9	Program service revenue (Part VIII, line 2g)	0.	0.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	143,002.	248,376.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	57,462.	21,414.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	6,252,082.	8,542,802.
Expenses			
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	3,328,382.	4,197,600.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 997,702.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	873,672.	1,462,454.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	4,202,054.	5,660,054.
19	Revenue less expenses. Subtract line 18 from line 12	2,050,028.	2,882,748.

Net Assets or Fund Balances		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	12,918,380.	16,769,829.
21	Total liabilities (Part X, line 26)	643,315.	144,423.
22	Net assets or fund balances. Subtract line 21 from line 20	12,275,065.	16,625,406.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer — Date

▶ JULIA CHIH, CEO
Type or print name and title

Paid Preparer Use Only				
Print/Type preparer's name ROGER BULOSAN	Preparer's signature Bulosan	Date 04-08-2022	Check if self-employed	PTIN P00221282
Firm's name ▶ MARCUM LLP			Firm's EIN ▶ 11-1986323	
Firm's address ▶ 1 MONTGOMERY STREET SUITE 1700 SAN FRANCISCO, CA 94104			Phone no. (415) 432-6200	

May the IRS discuss this return with the preparer shown above? See instructions [X] Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission:
OUR MISSION AT AIM HIGH IS TO CREATE LIFE-CHANGING OPPORTUNITIES DURING THE SUMMER AND BEYOND. OUR COMMUNITY: NURTURES THE PROMISE AND POTENTIAL OF MIDDLE SCHOOL STUDENTS FROM LOW-INCOME NEIGHBORHOODS. PREPARES STUDENTS FOR HIGH SCHOOL, SETTING THEM ON THE PATH TO COLLEGE

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [ ] Yes [X] No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [X] Yes [ ] No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 3,777,006. including grants of $) (Revenue $ 21,414.)
TUITION-FREE SUMMER PROGRAM SERVING MIDDLE SCHOOL YOUTH. PROGRAM EXPENDITURES INCLUDE INSTRUCTIONAL AND STUDENT ACTIVITIES EXPENSES. FOR SUMMER 2021, THE SITES AND STUDENTS SERVED WERE AS FOLLOWS: NOVATO 92 STUDENTS, SAN RAFAEL 113 STUDENTS, CHINATOWN/NORTH BEACH 68 STUDENTS, HAIGHT/WESTERN ADDITION 119 STUDENTS, NAPA 115 STUDENTS, EXCELSIOR 124 STUDENTS, REDWOOD CITY/EAST PALO ALTO 74 STUDENTS, INGLESIDE 127 STUDENTS, UPA 88 STUDENTS, MISSION 123 STUDENTS, TAHOE/TRUCKEE 54 STUDENTS, BAYVIEW/PORTOLA 138 STUDENTS, RICHMOND 70 STUDENTS, EAST OAKLAND 60 STUDENTS, LAKE MERRITT 80 STUDENTS AND VIRTUAL PROGRAM/SANTA ROSA 16 STUDENTS, CALISTOGA 67 STUDENTS.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ▶ 3,777,006.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If "Yes," complete Schedule D, Part V*	10	X	
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I*	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a	X	
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

					Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	11			
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0			
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?			1c	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

				Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a 140			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?		2b	X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)				
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?		3a		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*		3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		4a		X
b	If "Yes," enter the name of the foreign country ▶				
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).				
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		5b		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?		5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		6b		
7	**Organizations that may receive deductible contributions under section 170(c).**				
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?		7a	X	
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		7b	X	
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		7c		X
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		7h		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		8		
9	**Sponsoring organizations maintaining donor advised funds.**				
a	Did the sponsoring organization make any taxable distributions under section 4966?		9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		9b		
10	**Section 501(c)(7) organizations.** Enter:				
a	Initiation fees and capital contributions included on Part VIII, line 12	10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b			
11	**Section 501(c)(12) organizations.** Enter:				
a	Gross income from members or shareholders	11a			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?		12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**				
a	Is the organization licensed to issue qualified health plans in more than one state?		13a		
	Note: See the instructions for additional information the organization must report on Schedule O.				
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b			
c	Enter the amount of reserves on hand	13c			
14a	Did the organization receive any payments for indoor tanning services during the tax year?		14a		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*		14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year?		15		X
	If "Yes," see instructions and file Form 4720, Schedule N.				
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income?		16		X
	If "Yes," complete Form 4720, Schedule O.				

Part VI Governance, Management, and Disclosure *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI ..... [X]

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	27		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	26		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		2		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		3		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		4		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		5		X
6	Did the organization have members or stockholders?		6		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		7a		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		7b		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?		8a	X	
b	Each committee with authority to act on behalf of the governing body?		8b	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*		9		X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a		X
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe in Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶CA

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

[ ] Own website [ ] Another's website [X] Upon request [ ] Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records ▶

KELLY ELLIS - (415) 551-2301

2030 HARRISON STREET, 3RD FLOOR, SAN FRANCISCO, CA 94110

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position: Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
(1) ALEC LEE (TO JAN. 2022) EXECUTIVE DIRECTOR	40.00			X				178,766.	0.	42,000.
(2) STACEY LEWIS VP OF DEVELOPMENT	40.00					X		153,712.	0.	30,000.
(3) MATT RENO VP OF PEOPLE & OPERATIONS	40.00			X				159,950.	0.	12,000.
(4) MIKE ABBOTT (TO APRIL 2021) DIRECTOR OF FINANCE	40.00			X				127,418.	0.	21,000.
(5) MICHELLE CAPOBRES VICE PRESIDENT OF STRATEGY AND LEARN	40.00					X		125,747.	0.	20,000.
(6) GLENN A. SHANNON (TO JUNE 2021) TRUSTEE	3.00	X						0.	0.	0.
(7) BRUCE WHEELER TRUSTEE	3.00	X						0.	0.	0.
(8) BOB FALKENBERG TRUSTEE	3.00	X						0.	0.	0.
(9) JAMES KALAMAS TRUSTEE	3.00	X						0.	0.	0.
(10) ALBERT M. ADAMS TRUSTEE	3.00	X						0.	0.	0.
(11) BRANDON NICHOLSON TRUSTEE	3.00	X						0.	0.	0.
(12) JOHN HORSCH TRUSTEE	3.00	X						0.	0.	0.
(13) HILDY SHANDELL TRUSTEE	3.00	X						0.	0.	0.
(14) COURTNEY KLINGE VICE PRESIDENT	5.00	X		X				0.	0.	0.
(15) DAVID INGRAHAM VICE PRESIDENT	5.00	X		X				0.	0.	0.
(16) KRISTIN GANNON TRUSTEE	3.00	X						0.	0.	0.
(17) LAWRENCE K. WEISS TRUSTEE	3.00	X						0.	0.	0.

Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position: Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
(18) MICHAEL SHIPPEY TREASURER	3.00	X		X				0.	0.	0.
(19) BILL MELLIN PRESIDENT	10.00	X		X				0.	0.	0.
(20) KAYA MURRAY TRUSTEE	3.00	X						0.	0.	0.
(21) STEPHEN DAVENPORT TRUSTEE	3.00	X						0.	0.	0.
(22) SHARON ZEZIMA SECRETARY	5.00	X		X				0.	0.	0.
(23) ROSINA TONG TRUSTEE	3.00	X						0.	0.	0.
(24) PAMELA MAY TRUSTEE	3.00	X						0.	0.	0.
(25) ANA CHOWDHURY TRUSTEE	3.00	X						0.	0.	0.
(26) GARY TEAGUE (TO AUG 2021) TRUSTEE	3.00	X						0.	0.	0.
1b Subtotal ▶								745,593.	0.	125,000.
c Total from continuation sheets to Part VII, Section A ▶								0.	0.	0.
d Total (add lines 1b and 1c) ▶								745,593.	0.	125,000.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ▶ 5

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	4	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ▶ 0

SEE PART VII, SECTION A CONTINUATION SHEETS

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Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position: Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
(27) HOWARD RO (TO JUNE 2021) TREASURER	5.00	X		X				0.	0.	0.
(28) SANDRA SHORENSTEIN TRUSTEE	3.00	X						0.	0.	0.
(29) KIRSTEN HOEFER TRUSTEE	3.00	X						0.	0.	0.
(30) ROHAN PALEKAR TRUSTEE	3.00	X						0.	0.	0.
(31) ANDREA HOWARD TRUSTEE	3.00	X						0.	0.	0.
(32) CHARLIE BULLOCK TRUSTEE	3.00	X						0.	0.	0.
(33) MAHLET GETACHEW TRUSTEE	3.00	X						0.	0.	0.
Total to Part VII, Section A, line 1c										

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

					(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a					
	b	Membership dues	1b					
	c	Fundraising events	1c					
	d	Related organizations	1d					
	e	Government grants (contributions)	1e	1,677,174.				
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	6,595,838.				
	g	Noncash contributions included in lines 1a-1f	1g	$				
	h	**Total.** Add lines 1a-1f			8,273,012.			
Program Service Revenue			Business Code					
	2 a							
	b							
	c							
	d							
	e							
	f	All other program service revenue						
	g	**Total.** Add lines 2a-2f						
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)			248,376.			248,376.
	4	Income from investment of tax-exempt bond proceeds						
	5	Royalties						
				(i) Real / (ii) Personal				
	6 a	Gross rents	6a	21,180. /				
	b	Less: rental expenses	6b	0. /				
	c	Rental income or (loss)	6c	21,180. /				
	d	Net rental income or (loss)			21,180.	21,180.		
				(i) Securities / (ii) Other				
	7 a	Gross amount from sales of assets other than inventory	7a	210,267. /				
	b	Less: cost or other basis and sales expenses	7b	210,267. /				
	c	Gain or (loss)	7c	0. /				
	d	Net gain or (loss)			0.			
	8 a	Gross income from fundraising events (not including $ ____ of contributions reported on line 1c). See Part IV, line 18	8a					
	b	Less: direct expenses	8b					
	c	Net income or (loss) from fundraising events						
	9 a	Gross income from gaming activities. See Part IV, line 19	9a					
	b	Less: direct expenses	9b					
	c	Net income or (loss) from gaming activities						
	10 a	Gross sales of inventory, less returns and allowances	10a					
	b	Less: cost of goods sold	10b					
	c	Net income or (loss) from sales of inventory						
Miscellaneous Revenue			Business Code					
	11 a	OTHER		900003	234.	234.		
	b							
	c							
	d	All other revenue						
	e	**Total.** Add lines 11a-11d			234.			
	12	**Total revenue.** See instructions			8,542,802.	21,414.	0.	248,376.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	443,334.	302,030.	57,726.	83,578.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	3,132,579.	2,134,134.	407,887.	590,558.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	119,586.	81,470.	15,571.	22,545.
9 Other employee benefits	213,360.	145,356.	27,781.	40,223.
10 Payroll taxes	288,741.	196,711.	37,596.	54,434.
11 Fees for services (nonemployees):				
a Management	200,186.	29,838.	136,496.	33,852.
b Legal				
c Accounting	152,005.	98,492.	18,534.	34,979.
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)				
12 Advertising and promotion				
13 Office expenses	139,446.	95,454.	7,890.	36,102.
14 Information technology	80,441.	6,244.	31,102.	43,095.
15 Royalties				
16 Occupancy	237,052.	181,395.	22,737.	32,920.
17 Travel	4,148.	3,171.	426.	551.
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	86,928.		86,928.	
23 Insurance	47,784.	32,620.	6,195.	8,969.
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a MATERIALS AND SUPPLIES	467,986.	452,496.	11,140.	4,350.
b FOOD	22,240.	17,170.	4,891.	179.
c				
d				
e All other expenses	24,238.	425.	12,446.	11,367.
25 **Total functional expenses.** Add lines 1 through 24e	5,660,054.	3,777,006.	885,346.	997,702.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ▶ ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing			1	
	2	Savings and temporary cash investments		4,096,448.	2	3,725,316.
	3	Pledges and grants receivable, net		1,604,000.	3	2,691,628.
	4	Accounts receivable, net			4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges			9	
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 313,557.			
	b	Less: accumulated depreciation	10b 299,064.	101,421.	10c	14,493.
	11	Investments - publicly traded securities		7,061,392.	11	10,331,932.
	12	Investments - other securities. See Part IV, line 11			12	
	13	Investments - program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11		55,119.	15	6,460.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		12,918,380.	16	16,769,829.
Liabilities	17	Accounts payable and accrued expenses		197,225.	17	144,423.
	18	Grants payable			18	
	19	Deferred revenue			19	
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties		446,090.	24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D			25	
	26	**Total liabilities.** Add lines 17 through 25		643,315.	26	144,423.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ▶ [X] and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		10,520,033.	27	13,496,787.
	28	Net assets with donor restrictions		1,755,032.	28	3,128,619.
		Organizations that do not follow FASB ASC 958, check here ▶ [ ] and complete lines 29 through 33.				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		12,275,065.	32	16,625,406.
	33	Total liabilities and net assets/fund balances		12,918,380.	33	16,769,829.

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Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI [X]

1	Total revenue (must equal Part VIII, column (A), line 12)	1	8,542,802.
2	Total expenses (must equal Part IX, column (A), line 25)	2	5,660,054.
3	Revenue less expenses. Subtract line 2 from line 1	3	2,882,748.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	12,275,065.
5	Net unrealized gains (losses) on investments	5	1,021,503.
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	446,090.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	16,625,406.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII [X]

			Yes	No
1	Accounting method used to prepare the Form 990: [ ] Cash [X] Accrual [ ] Other If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: [ ] Separate basis [ ] Consolidated basis [ ] Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: [X] Separate basis [ ] Consolidated basis [ ] Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A (Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047
2020
Open to Public Inspection

Name of the organization AIM HIGH FOR HIGH SCHOOL
Employer identification number 94-3296338

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 [ ] A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 [X] A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)
3 [ ] A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 [ ] A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state:
5 [ ] An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 [ ] A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 [ ] An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 [ ] A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 [ ] An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:
10 [ ] An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 [ ] An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 [ ] An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
- a [ ] **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
- b [ ] **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
- c [ ] **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
- d [ ] **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
- e [ ] Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
- f Enter the number of supported organizations
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

Part II **Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶ ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2020 (line 6, column (f), divided by line 11, column (f)) 14 %

15 Public support percentage from 2019 Schedule A, Part II, line 14 15 %

16a **33 1/3% support test - 2020.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

b **33 1/3% support test - 2019.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

17a **10% -facts-and-circumstances test - 2020.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ▶ ☐

b **10% -facts-and-circumstances test - 2019.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ▶ ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ▶ ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶ ☐

Section C. Computation of Public Support Percentage

15	Public support percentage for 2020 (line 8, column (f), divided by line 13, column (f))	15	%
16	Public support percentage from 2019 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17	Investment income percentage for **2020** (line 10c, column (f), divided by line 13, column (f))	17	%
18	Investment income percentage from **2019** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2020.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

b **33 1/3% support tests - 2019.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶ ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI,** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described in lines 11b and 11c below, the governing body of a supported organization?	**11a**		
b	A family member of a person described in line 11a above?	**11b**		
c	A 35% controlled entity of a person described in line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	**11c**		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	**1**		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**		
3	By reason of the relationship described in line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	**3**		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

a ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*

c ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b below.**			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**		
b	Did the activities described in line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**		
3	Parent of Supported Organizations. **Answer lines 3a and 3b below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If "Yes" or "No" provide details in* **Part VI.**	**3a**		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* **Part VI** *the role played by the organization in this regard.*	**3b**		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* **Part VI**). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income			(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1		
2	Recoveries of prior-year distributions	2		
3	Other gross income (see instructions)	3		
4	Add lines 1 through 3.	4		
5	Depreciation and depletion	5		
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7	Other expenses (see instructions)	7		
8	**Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B - Minimum Asset Amount			(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a	Average monthly value of securities	1a		
b	Average monthly cash balances	1b		
c	Fair market value of other non-exempt-use assets	1c		
d	**Total** (add lines 1a, 1b, and 1c)	1d		
e	**Discount** claimed for blockage or other factors (*explain in detail in* **Part VI**):			
2	Acquisition indebtedness applicable to non-exempt-use assets	2		
3	Subtract line 2 from line 1d.	3		
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6	Multiply line 5 by 0.035.	6		
7	Recoveries of prior-year distributions	7		
8	**Minimum Asset Amount** (add line 7 to line 6)	8		

Section C - Distributable Amount				Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1		
2	Enter 0.85 of line 1.	2		
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4	Enter greater of line 2 or line 3.	4		
5	Income tax imposed in prior year	5		
6	**Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D - Distributions		**Current Year**
1 Amounts paid to supported organizations to accomplish exempt purposes	1	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4 Amounts paid to acquire exempt-use assets	4	
5 Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6 Other distributions (*describe in* **Part VI**). See instructions.	6	
7 **Total annual distributions.** Add lines 1 through 6.	7	
8 Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9 Distributable amount for 2020 from Section C, line 6	9	
10 Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)	**(i)** Excess Distributions	**(ii)** Underdistributions Pre-2020	**(iii)** Distributable Amount for 2020
1 Distributable amount for 2020 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2020 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3 Excess distributions carryover, if any, to 2020			
a From 2015			
b From 2016			
c From 2017			
d From 2018			
e From 2019			
f **Total** of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2020 distributable amount			
i Carryover from 2015 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2020 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2020 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2020, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* **Part VI.** See instructions.			
6 Remaining underdistributions for 2020. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7 **Excess distributions carryover to 2021.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2016			
b Excess from 2017			
c Excess from 2018			
d Excess from 2019			
e Excess from 2020			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B

(Form 990, 990-EZ, or 990-PF)
Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ **Attach to Form 990, Form 990-EZ, or Form 990-PF.**
▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2020

Name of the organization: AIM HIGH FOR HIGH SCHOOL

Employer identification number: 94-3296338

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** $5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year .... ▶ $ ________

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1		$ 650,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2		$ 587,500.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3		$ 434,490.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
4		$ 350,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
5		$ 279,900.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
6		$ 250,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7		$ 250,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
8		$ 200,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
9		$ 200,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
10		$ 170,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
11		$ 125,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
12		$ 101,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: AIM HIGH FOR HIGH SCHOOL

Employer identification number: 94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
13		$ 100,950.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
14		$ 100,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
15		$ 100,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
16		$ 100,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
17		$ 100,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
18		$ 100,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
19		$ 92,735.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
20		$ 80,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
21		$ 80,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
22		$ 67,442.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
23		$ 52,241.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
24		$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
25		$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
26		$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
27		$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
28		$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
29		$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
30		$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: AIM HIGH FOR HIGH SCHOOL

Employer identification number: 94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
31		$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
32		$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
33		$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
34		$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
35		$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
36		$ 49,834.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
37		$ 45,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
38		$ 40,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
39		$ 36,660.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
40		$ 35,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
41		$ 35,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
42		$ 30,750.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
43		$ 30,612.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
44		$ 30,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
45		$ 30,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
46		$ 30,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
47		$ 30,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
48		$ 30,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
49		$ 30,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
50		$ 27,780.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
51		$ 27,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
52		$ 26,456.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
53		$ 25,375.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
54		$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: AIM HIGH FOR HIGH SCHOOL

Employer identification number: 94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
55		$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
56		$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
57		$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
58		$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
59		$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
60		$ 20,275.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
61		$ 20,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
62		$ 20,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
63		$ 20,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
64		$ 20,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
65		$ 20,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
66		$ 20,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: AIM HIGH FOR HIGH SCHOOL

Employer identification number: 94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
67		$ 17,500.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
68		$ 16,350.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
69		$ 16,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
70		$ 15,716.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
71		$ 15,598.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
72		$ 15,100.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
73		$ 15,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
74		$ 15,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
75		$ 15,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
76		$ 15,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
77		$ 15,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
78		$ 13,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
79		$ 13,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
80		$ 12,350.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
81		$ 12,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
82		$ 11,500.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
83		$ 11,248.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
84		$ 11,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
85		$ 11,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
86		$ 10,731.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
87		$ 10,656.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
88		$ 10,600.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
89		$ 10,525.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
90		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
91		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
92		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
93		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
94		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
95		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
96		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
97		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
98		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
99		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
100		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
101		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
102		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: AIM HIGH FOR HIGH SCHOOL

Employer identification number: 94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
103		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
104		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
105		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
106		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
107		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
108		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: AIM HIGH FOR HIGH SCHOOL

Employer identification number: 94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
109		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
110		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
111		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
112		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
113		$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
114		$ 9,500.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
115		$ 7,500.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
116		$ 7,500.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
117		$ 6,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
118		$ 6,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
119		$ 6,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
120		$ 5,800.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: AIM HIGH FOR HIGH SCHOOL

Employer identification number: 94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
121		$ 5,493.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
122		$ 5,263.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
123		$ 5,263.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
124		$ 5,263.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
125		$ 5,200.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
126		$ 5,188.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
127		$ 5,131.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
128		$ 5,053.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
129		$ 5,053.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
130		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
131		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
132		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
133		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
134		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
135		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
136		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
137		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
138		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
139		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
140		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
141		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
142		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
143		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
144		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
145		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
146		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
147		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
148		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
149		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
150		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
151		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
152		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
153		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
154		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
155		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
156		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
157		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
158		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
159		$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

Part III **Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e) and** the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this info. once.) ▶ $

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.
▶Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047
2020
Open to Public Inspection

Name of the organization AIM HIGH FOR HIGH SCHOOL
Employer identification number 94-3296338

Part I **Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.** Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II **Conservation Easements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
- ☐ Preservation of land for public use (for example, recreation or education)
- ☐ Protection of natural habitat
- ☐ Preservation of open space
- ☐ Preservation of a historically important land area
- ☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ ______

4 Number of states where property subject to conservation easement is located ▶ ______

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ ______

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ $ ______

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III **Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.** Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:
- (i) Revenue included on Form 990, Part VIII, line 1 ▶ $ ______
- (ii) Assets included in Form 990, Part X ▶ $ ______

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:
- a Revenue included on Form 990, Part VIII, line 1 ▶ $ ______
- b Assets included in Form 990, Part X ▶ $ ______

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☒ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds.

Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance	6,066,168.	5,361,845.			
b Contributions	816,000.		5,044,750.		
c Net investment earnings, gains, and losses	1,264,353.	704,320.	317,093.		
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance	8,146,521.	6,066,165.	5,361,843.		

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ▶ 90.0000 %

b Permanent endowment ▶ 10.0000 %

c Term endowment ▶ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		X
(ii) Related organizations	3a(ii)		X
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		313,557.	299,064.	14,493.
e Other				

Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ▶ 14,493.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)* ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)* ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... [X]

Schedule D (Form 990) 2020

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	10,056,185.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a	1,021,503.		
b	Donated services and use of facilities	2b	45,790.		
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d	446,090.		
e	Add lines **2a** through **2d**			2e	1,513,383.
3	Subtract line **2e** from line **1**			3	8,542,802.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	0.
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	8,542,802.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	5,705,844.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a	45,790.		
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	45,790.
3	Subtract line **2e** from line **1**			3	5,660,054.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	0.
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	5,660,054.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART V, LINE 4:

INTERPRETATION OF RELEVANT LAW

AIM HIGH'S ENDOWMENT CONSISTS OF ONE BOARD DESIGNATED FUND ESTABLISHED FOR THE LONG-TERM FINANCIAL BENEFIT OF AIM HIGH AND ITS EDUCATIONAL GOALS AND OBJECTIVES BY PROVIDING ANNUAL SUPPORT TO AIM HIGH AND A NEWLY CREATED PERMANENTLY RESTRICTED FUND NAMED ALEC LEE FUND FOR ASPIRING TEACHERS. DISTRIBUTIONS FROM THIS FUND WILL SUPPORT ASPIRING EDUCATORS. AS REQUIRED BY U.S. GAAP, NET ASSETS ASSOCIATED WITH ENDOWMENT FUNDS ARE CLASSIFIED AND REPORTED BASED ON THE EXISTENCE OR ABSENCE OF DONOR-IMPOSED RESTRICTIONS. THESE FUNDS INCLUDE FUNDS DESIGNATED BY THE BOARD OF DIRECTORS TO FUNCTION AS ENDOWMENTS.

Part XIII Supplemental Information *(continued)*

THE BOARD OF DIRECTORS HAVE INTERPRETED CALIFORNIA'S ENACTED VERSION OF THE UNIFORM PRUDENT MANAGEMENT OF INSTITUTIONAL FUNDS ACT ("UPMIFA") AS REQUIRING THE PRESERVATION OF THE FAIR VALUE OF THE ORIGINAL GIFT ABSENT EXPLICIT DONOR STIPULATIONS TO THE CONTRARY. AS A RESULT OF THIS INTERPRETATION, AIM HIGH CLASSIFIES AS NET ASSETS WITH DONOR RESTRICTIONS (A) THE ORIGINAL VALUE OF GIFTS DONATED TO THE PERMANENT ENDOWMENT, (B) THE ORIGINAL VALUE OF SUBSEQUENT GIFTS TO THE PERMANENT ENDOWMENT, AND (C) ACCUMULATIONS TO THE PERMANENT ENDOWMENT MADE IN ACCORDANCE WITH THE DIRECTION OF THE APPLICABLE DONOR GIFT INSTRUMENT AT THE TIME THE ACCUMULATION IS ADDED TO THE ENDOWMENT FUND. THE REMAINING PORTION OF THE DONOR-RESTRICTED ENDOWMENT FUND THAT IS NOT CLASSIFIED AS IN NET ASSETS WITH DONOR RESTRICTIONS IS CLASSIFIED AS EXPENDABLE NET ASSETS WITH RESTRICTIONS UNTIL THOSE AMOUNTS ARE APPROPRIATED FOR EXPENDITURE BY AIM HIGH IN A MANNER CONSISTENT WITH THE STANDARD OF PRUDENCE PRESCRIBED BY UPMIFA.

IN ACCORDANCE WITH UPMIFA, AIM HIGH CONSIDERS THE FOLLOWING FACTORS IN MAKING A DETERMINATION TO APPROPRIATE OR ACCUMULATE DONOR-RESTRICTED ENDOWMENT FUNDS:

(1) THE DURATION AND PRESERVATION OF THE FUND

(2) THE PURPOSES OF AIM HIGH AND THE DONOR-RESTRICTED ENDOWMENT FUND

(3) GENERAL ECONOMIC CONDITIONS

(4) THE POSSIBLE EFFECT OF INFLATION AND DEFLATION

(5) THE EXPECTED TOTAL RETURN FROM INCOME AND THE APPRECIATION OF INVESTMENTS

(6) OTHER RESOURCES OF AIM HIGH

(7) THE INVESTMENT POLICIES OF AIM HIGH

Part XIII Supplemental Information *(continued)*

RETURN OBJECTIVES AND RISK PARAMETERS

AIM HIGH HAS ADOPTED INVESTMENT AND SPENDING POLICIES TO OBTAIN A LONG-TERM INVESTMENT RETURN AT LEAST EQUAL TO THE ENDOWMENT'S SPENDING RATE PLUS THE RATE OF INFLATION, THEREBY PRESERVING THE REAL MARKET VALUE OF THE ENDOWMENT OVER TIME. ACTUAL RETURNS IN ANY GIVEN YEAR MAY VARY FROM THIS AMOUNT. INVESTMENT WILL BE MADE TO TARGET A MIX OF ASSET CLASSES INCLUDING EQUITY, DEBT, AND OTHERS WITH DISTINCT RISK CHARACTERISTICS TO PROVIDE BROAD DIVERSIFICATION AND TO NOT EXPOSE THE ENDOWMENT TO UNACCEPTABLE LEVELS OF RISK.

STRATEGIES EMPLOYED FOR ACHIEVING OBJECTIVES

ENDOWMENT ASSETS ARE TO BE INVESTED IN A DIVERSE PORTFOLIO THAT INCLUDES COMMON STOCKS, PREFERRED STOCKS, DEBT OBLIGATIONS, COMMINGLED VEHICLES, AND CASH. MUTUAL FUNDS AND EXCHANGE-TRADED FUNDS COMPRISED OF THESE INVESTMENTS ARE ALSO PERMITTED. NO MORE THAN 5% OF THE ENDOWMENT MARKET VALUE IS TO BE INVESTED IN THE SECURITIES OF A SINGLE ISSUER WITH THE EXCEPTION OF MUTUAL FUNDS AND EXCHANGE TRADED FUNDS.

SPENDING POLICY AND INVESTMENT OBJECTIVES

SUBJECT TO THE BOARD'S DISCRETION, THE ENDOWMENT POLICY PROVIDES THAT DISTRIBUTIONS TO THE GENERAL OPERATING FUND FOR THE NEXT YEAR ARE EQUAL TO 70% OF THE CURRENT YEAR DISTRIBUTIONS ADJUSTED BY THE INFLATION RATE PLUS 1.2% OF THE ENDOWMENT'S MARKET VALUE. FOR THE YEAR ENDED AUGUST 31, 2021, THE BOARD DECIDED NOT TO MAKE A DISTRIBUTION.

PART X, LINE 2:

AIM HIGH IS A QUALIFIED ORGANIZATION EXEMPT FROM FEDERAL INCOME TAXES

Part XIII Supplemental Information *(continued)*

UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE ("IRC") AND FRANCHISE TAXES UNDER SECTION 23701D OF THE CALIFORNIA REVENUE AND TAXATION CODE, RESPECTIVELY. ACCORDINGLY, IT IS EXEMPT FROM FEDERAL AND CALIFORNIA INCOME TAXES AND IS NOT LIABLE FOR FEDERAL UNEMPLOYMENT TAXES.

U.S. GAAP REQUIRES MANAGEMENT TO EVALUATE THE TAX POSITIONS TAKEN AND RECOGNIZE A TAX LIABILITY (OR ASSET) IF AIM HIGH HAS TAKEN AN UNCERTAIN POSITION THAT IS MORE-LIKELY-THAN-NOT WOULD NOT BE SUSTAINED UPON EXAMINATION BY TAXING AUTHORITIES. MANAGEMENT EVALUATED THE AIM HIGH'S TAX POSITIONS AND CONCLUDED THAT IT MAINTAINED ITS TAX-EXEMPT STATUS AND HAD TAKEN NO UNCERTAIN TAX POSITIONS THAT WOULD REQUIRE ADJUSTMENT TO THE FINANCIAL STATEMENTS. THEREFORE, NO PROVISION OR LIABILITY FOR INCOME TAXES HAS BEEN INCLUDED IN THE FINANCIAL STATEMENTS. AIM HIGH'S TAX RETURNS ARE SUBJECT TO EXAMINATION BY FEDERAL AND STATE TAXING AUTHORITIES; HOWEVER, THERE ARE NO EXAMINATIONS IN PROGRESS NOR ARE THERE ANY PENDING.

PART XI, LINE 2D - OTHER ADJUSTMENTS:

PPP LOAN FORGIVEN	446,090.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
▶ **Attach to Form 990 or Form 990-EZ.**
▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047
2020
Open to Public Inspection

Name of the organization: AIM HIGH FOR HIGH SCHOOL
Employer identification number: 94-3296338

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	THE RACIAL NONDISCRIMINATORY POLICY IS PRINTED IN ALL OF THE ORGANIZATION'S PUBLISHED MATERIALS. IT WAS ALSO PUBLISHED ON SEPTEMBER 12, 2020 IN THE PUBLIC NOTICE SECTION OF THE SAN FRANCISCO CHRONICLE, A GENERAL CIRCULATION PUBLICATION.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a		X
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information.

SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
▶ Attach to Form 990.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization: AIM HIGH FOR HIGH SCHOOL

Employer identification number 94-3296338

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items. ☐ First-class or charter travel ☐ Travel for companions ☐ Tax indemnification and gross-up payments ☐ Discretionary spending account ☐ Housing allowance or residence for personal use ☐ Payments for business use of personal residence ☐ Health or social club dues or initiation fees ☐ Personal services (such as maid, chauffeur, chef)			
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III. ☐ Compensation committee ☐ Independent compensation consultant ☒ Form 990 of other organizations ☒ Written employment contract ☒ Compensation survey or study ☒ Approval by the board or compensation committee			
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	4a		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	4b		X
c	Participate in or receive payment from an equity-based compensation arrangement?	4c		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	5a		X
b	Any related organization?	5b		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	6a		X
b	Any related organization?	6b		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9		

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		**(B)** Breakdown of W-2 and/or 1099-MISC compensation			**(C)** Retirement and other deferred compensation	**(D)** Nontaxable benefits	**(E)** Total of columns (B)(i)-(D)	**(F)** Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	**(ii)** Bonus & incentive compensation	**(iii)** Other reportable compensation				
(1) ALEC LEE (TO JAN. 2022)	(i)	178,766.	0.	0.	9,800.	32,200.	220,766.	0.
EXECUTIVE DIRECTOR	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) STACEY LEWIS	(i)	153,712.	0.	0.	8,300.	21,700.	183,712.	0.
VP OF DEVELOPMENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) MATT RENO	(i)	159,950.	0.	0.	8,400.	3,600.	171,950.	0.
VP OF PEOPLE & OPERATIONS	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
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	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III **Supplemental Information**

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE L
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Transactions With Interested Persons

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 25a, 25b, 26, 27, 28a, 28b, or 28c, or Form 990-EZ, Part V, line 38a or 40b.**
▶ **Attach to Form 990 or Form 990-EZ.**
▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047
2020
Open To Public Inspection

Name of the organization: AIM HIGH FOR HIGH SCHOOL
Employer identification number: 94-3296338

Part I **Excess Benefit Transactions** (section 501(c)(3), section 501(c)(4), and section 501(c)(29) organizations only).

Complete if the organization answered "Yes" on Form 990, Part IV, line 25a or 25b, or Form 990-EZ, Part V, line 40b.

1 (a) Name of disqualified person	(b) Relationship between disqualified person and organization	(c) Description of transaction	(d) Corrected? Yes	No

2 Enter the amount of tax incurred by the organization managers or disqualified persons during the year under section 4958 ▶ $

3 Enter the amount of tax, if any, on line 2, above, reimbursed by the organization ▶ $

Part II **Loans to and/or From Interested Persons.**

Complete if the organization answered "Yes" on Form 990-EZ, Part V, line 38a or Form 990, Part IV, line 26; or if the organization reported an amount on Form 990, Part X, line 5, 6, or 22.

(a) Name of interested person	(b) Relationship with organization	(c) Purpose of loan	(d) Loan to or from the organization? To	From	(e) Original principal amount	(f) Balance due	(g) In default? Yes	No	(h) Approved by board or committee? Yes	No	(i) Written agreement? Yes	No
Total					▶ $							

Part III **Grants or Assistance Benefiting Interested Persons.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 27.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of assistance	(d) Type of assistance	(e) Purpose of assistance

Part IV Business Transactions Involving Interested Persons.

Complete if the organization answered "Yes" on Form 990, Part IV, line 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of organization's revenues? Yes	No
LAWRENCE K. WEISS	MR. WEISS IS A BOAR	0.	MR. WEISS S		X

Part V Supplemental Information.

Provide additional information for responses to questions on Schedule L (see instructions).

SCH L, PART IV, BUSINESS TRANSACTIONS INVOLVING INTERESTED PERSONS:

(A) NAME OF PERSON: LAWRENCE K. WEISS

(B) RELATIONSHIP BETWEEN INTERESTED PERSON AND ORGANIZATION:

MR. WEISS IS A BOARD MEMBER

(D) DESCRIPTION OF TRANSACTION: MR. WEISS SUBLEASES A PORTION OF AIM HIGH'S ADMINISTRATIVE OFFICE SPACE. THE BOARD MEMBER'S LEASE IS AT A MONTHLY AMOUNT OF $500.

SCHEDULE O **(Form 990 or 990-EZ)**

Department of the Treasury Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

AND FUTURE SUCCESS. INSPIRES THE NEXT GENERATION OF TEACHERS AND EDUCATIONAL LEADERS.

FORM 990, PART III, LINE 3, CHANGES IN PROGRAM SERVICES:

THE PROGRAM CHANGED TO REMOTE LEARNING DUE TO COVID-19. THE PROGRAM WILL MOVE BACK TO IN-PERSON WHEN IT IS DEEMED SAFE.

FORM 990, PART VI, SECTION B, LINE 11B:

THE DRAFT 990 IS PROVIDED TO THE EXECUTIVE DIRECTOR, BOARD PRESIDENT, TREASURER, AND MEMBERS OF THE AUDIT COMMITTEE FOR APPROVAL BEFORE THE FORM 990 IS FILED.

FORM 990, PART VI, SECTION B, LINE 12C:

CONFLICT OF INTEREST IS BROUGHT UP REGULARLY AT BOARD MEETINGS.

FORM 990, PART VI, SECTION B, LINE 15:

GUIDESTAR IS USED TO CHECK SALARIES OF COMPARABLE POSITIONS WITH COMPARABLE ORGANIZATIONS.

FORM 990, PART VI, SECTION C, LINE 19:

AVAILABLE BY REQUEST THROUGHT THE ANNUAL REPORT, WEBSITE AND POSTING WITH CALIFORNIA DEPARTMENT OF JUSTICE.

FORM 990, PART XI, LINE 9, CHANGES IN NET ASSETS:

PPP LOAN FORGIVEN 446,090.

Name of the organization	Employer identification number
AIM HIGH FOR HIGH SCHOOL	94-3296338

FORM 990, PART XII, LINE 2C

NO CHANGE IN THE PROCESS.

Form **8868** (Rev. January 2020)

Department of the Treasury Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

▶ **File a separate application for each return.**

▶ **Go to www.irs.gov/Form8868 for the latest information.**

OMB No. 1545-0047

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.*

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.
AIM HIGH FOR HIGH SCHOOL

Taxpayer identification number (TIN)
94-3296338

Number, street, and room or suite no. If a P.O. box, see instructions.
2030 HARRISON STREET

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
SAN FRANCISCO, CA 94110

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ▶ KELLY ELLIS - 2030 HARRISON STREET, 3RD FLOOR - SAN FRANCISCO, CA 94110

  Telephone No. ▶ (415) 551-2301 Fax No. ▶ (415) 551-2626
- If the organization does not have an office or place of business in the United States, check this box .... ▶
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) ________. If this is for the whole group, check this box ▶ . If it is for part of the group, check this box ▶ ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until JULY 15, 2022, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

▶ ☐ calendar year ______ or

▶ ☒ tax year beginning SEP 1, 2020, and ending AUG 31, 2021.

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return Change in accounting period

3a	If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	**3a**	$ 0.
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	**3b**	$ 0.
c	**Balance due.** Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	**3c**	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

LHA **For Privacy Act and Paperwork Reduction Act Notice, see instructions.** Form **8868** (Rev. 1-2020)

MAIL TO: DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE CENTER
OGDEN, UT 84201-0045

023841 04-01-20

Program Director East Bay

ABOUT AIM HIGH

At Aim High, students with limited options unlock their limitless potential. Our multi-year summer enrichment program empowers middle schoolers from low-income neighborhoods, igniting their love of learning and yielding real results—97% of Aim High alumni graduate high school and go on to college. Grounded in a welcoming community where every kid feels seen and supported, Aim High gives students the confidence to succeed in high school and beyond. Aim High also fosters a supportive professional community in which educators – from aspiring to experienced – grow personally and professionally.

Aim High staff are dedicated to making a positive difference in the world. We are a team of collaborative, creative and mission-driven individuals who respect and encourage each other. Guided by the Aim High CORE values of community, opportunity, respect, and high expectations, we work together every day to narrow the opportunity gaps in Northern California. For more about Aim High, please visit www.aimhigh.org.

POSITION SUMMARY

The Aim High Program Director (PD) supports Aim High sites in the East Bay and any other future sites in those regions. This position requires extensive local travel throughout the summer and up to 30% local travel during non-summer months. This position is responsible for the management and leadership of up to 6 Aim High sites, including teacher hiring, student recruitment, and Site Director management throughout the San Francisco Bay Area.

ROLES AND RESPONSIBILITIES:

Site Supervision & Summer Program Quality

- Ensures ongoing programmatic excellence and consistent implementation of the Aim High model working closely with the other Program Directors, Site Directors and the entire program team.
- Provides support for Site Directors in managing site finances and administration – budgets, payroll, reimbursements, etc. – as needed.

- Works in collaboration with schools and districts to negotiate summer site use, and coordinates summer facility agreements.
- Provides leadership and direction with the launch of new sites and site leadership transitions. Works with the Program Team to assess the "health" of sites, leads goal-setting with Site Directors, and oversees implementation of those goals.
- Attends site facility meetings with host schools, and coordinates with other programs operating on-site in the summer.

Relationship Development

- Builds positive working relationships between Site Directors and the Central Office staff in various departments (program, finance, admissions & student opportunities and development).
- Serves as the primary point of contact within the community and is proactive in strengthening existing strategic partnerships as well as identifying new partnerships in the community.
- Advocates for the needs and priorities of their sites, and recommends strategies, timelines and resources needed to achieve program goals.
- Co-Leads all program team and Site Director meetings. Attends all-staff meetings and helps plan, facilitate and attend teacher development/trainings, as needed

Program Development, Oversight and Evaluation

- Establish annual departmental goals and objectives that lead to the successful implementation of Aim High's summer program and track results against these goals.
- Analyze program data to inform programmatic and operational priorities.
- Develop new program ideas and pilot projects, including integrating successful pilots into the full summer program.
- Determine staffing needs to achieve program goals and objectives.
- Train and support Site Directors in how to proactively engage in planning, staff training and executing a high-quality summer program.

Recruitment, Admissions, Retention & Teacher Hiring

- Oversees all aspects of the admissions process for their sites, working closely with the Director of Admissions & Student Opportunities.

- Leads student recruitment and retention efforts, working closely with feeder schools, host schools, and youth-serving nonprofits.
- Represents Aim High at key student recruitment and staff hiring events.
- Helps identify and recruit qualified potential candidates for summer teaching positions with a focus on recruiting high school interns.

QUALIFICATIONS

- Minimum of a BA, ideally with a Masters or advanced degree in education, nonprofit management, or related fields
- At least 7 years of overall professional experience; ideally five-plus years of teaching, educational leadership and/or program experience at a youth-serving nonprofit
- High level of cultural competence; bi-lingual and/or conversant in Spanish is highly desirable
- Team player, creative problem-solver, excellent interpersonal skills, entrepreneurial spirit, genuine passion for Aim High's mission.
- Knowledge of the educational and Out of School Time (OST) landscape.
- (Preferred) Experience working with underserved, low-income neighborhoods, and racially & ethnically diverse youth, families and communities with a commitment to educational equity.

JOB DETAILS

- Reports To: Vice President of Programs
- Job Location: San Francisco, CA 94110 – Must be available in the Central Office at least once per week.
- Compensation: $80,000 – $95,000 annually; Exempt Employee
- Hours/Week: 40 Hours a week with some evenings and weekends. Local travel required.
- Benefits: 100% employer coverage for Medical/Dental/Vision/Life & LTD Insurance (50% for dependents), 5% company match on 403(b)retirement plan, 20 vacation days and 10 sick days (prorated from the start of our fiscal year, increases to 24 vacation days and 10 sick days after the first 365 days), Health Care/Dependant Care/Transportation Flexible Spending Account options

Aim High requires the holder of this position be fully vaccinated against COVID-19, as defined by the CDC. Aim High will review and consider requests for reasonable accommodation to this requirement. Aim High will review all requests for reasonable accommodation and determine whether an accommodation can be provided based on the essential functions of the job. Aim High may require information or documentation from an employee and reserves the right to request additional information or documentation in consideration of the request for accommodation.

Aim High is an equal opportunity employer. Aim High seeks diversity in its community and affords equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity, ancestry, gender, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status.

Lead Teacher

ABOUT AIM HIGH

At Aim High, students with limited options unlock their limitless potential. Our multi-year summer enrichment program empowers middle schoolers from low-income neighborhoods, igniting their love of learning and yielding real results—97% of Aim High alumni graduate high school and go on to college. Grounded in a welcoming community where every kid feels seen and supported, Aim High gives students the confidence to succeed in high school and beyond. Aim High also fosters a supportive professional community in which educators – from aspiring to experienced – grow personally and professionally. For more about Aim High, please visit www.aimhigh.org.

Position Summary

Lead Teachers (LTs) teach core classes in project based STEM, classes in Humanities or SEL class called Issues + Choices. LTs cultivate learning experiences that: build a community of trust amongst students and teachers; stimulate brain growth in students; foster academic mindsets; and make learning fun. LTs also provide mentorship and support for High School Interns and Assistant Teachers as they explore and learn pathways to enter educational careers.

This is a six-week position: one week of faculty training and five weeks teaching middle school students using project based curriculum and culturally responsive practices. All Aim High summer staff also have the opportunity to participate in online training before the start of the summer program.

Duties and Responsibilities

- Participate in training in culturally responsive teaching and project-based learning.
- Teach morning academic core classes with the support of a High School Intern or college-aged Assistant Teachers.
- Lead lesson planning and implementation, utilize restorative practices for classroom management and create an effective team teaching environment.

- Set and work towards teaching and leadership goals.
- Mentor and support the growth of their Intern(s), which involves:
    - Co-planning lessons and activities.
    - Helping Interns develop their confidence in front of the classroom.
    - Supporting Interns' development of professional skills such as time management, communication, accountability and taking initiative.
- Co-lead advising groups, work to create a positive environment and strong relationships with students and colleagues.
- Weekly check-ins with teaching team members and specialists.
- Assist with afternoon enrichment activities. *Note: Assistant Teachers are responsible for lesson planning, preparing materials and leading afternoon activities.

Qualifications

- Bachelor's degree with prior teaching experience.
- Teaching credential or graduate degree in education or related fields is preferred, but not required.
- Experience or interest in culturally responsive teaching, as well as project-based and inquiry-based approaches to student learning.
- Cultural competency, strong leadership and communication skills.
- Demonstrate a growth mindset, willingness to give and receive feedback.
- Responsible, conscientious, and demonstrate a commitment to social justice, anti-racism, and equity in education.

Compensation and Schedule

- This is an hourly position of $25 to $35 per hour.
- This is a full time, non-exempt position for the six weeks of the program:
    - Program dates in Oakland: June 5 to July 14
    - Program dates in San Francisco, Richmond, Novato, San Rafael and East Palo Alto: June 12 through July 21
    - Program dates in Napa: June 20 through July 28

- Program dates in Tahoe/Truckee (5 weeks): July 3 through July 28

- This position is expected to work during the general hours of 8am to 4pm and up to two family evening events.
- Unpaid holidays: Closed on June 19th, July 3rd, July 4th

Apply Now: www.aimhigh.org/teach/

Aim High requires the holder of this position be fully vaccinated against COVID-19, as defined by the CDC. Aim High may review and consider requests for reasonable accommodation to this requirement. Please note that the Aim High summer program, at its multiple summer locations, is subject to follow host school/district COVID vaccine mandates that may not allow for non vaccinated accommodations.

Aim High is an equal opportunity employer. *Aim High seeks diversity in its community and affords equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity, ancestry, gender, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status.*

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248364843
Dec. 23, 2015 LTR 4168C 0
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AIM HIGH FOR HIGH SCHOOL
% ALEC LEE JR
2030 HARRISON ST - 3FL
SAN FRANCISCO CA 94110

029040

Employer ID Number: 94-3296338
Form 990 required: Yes

Dear Taxpayer:

This is in response to your request dated Dec. 14, 2015, regarding your tax-exempt status.

We issued you a determination letter in June 1998, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c) 3.

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).

2022 OUSD Request for Proposals Application
RFP#22-129CSSS
Expanded Learning for Summer Learning and Intersession

Letter of Agreement

December 8, 2022

Dear Oakland Unified School District Procurement Department:

Aim High is willing and able to perform the commitments described in our application for funding in response to RFP#22-129CSSS. For more than 35 years, we have delivered no-cost, high-quality summer programming to Northern California students navigating systemic barriers with resilience and determination.

As Oakland middle school students prepare for high school, explore their identities during a formative period of maturation (ages 11 – 14), and consider their futures, Aim High will deliver age-appropriate, culturally responsive, and intellectually engaging summer programming to hundreds of young people in the summer of 2023. Our staff of experienced educators from Oakland schools and motivated young people providing near-peer role models to our students will deliver Aim High's research-based curricula over five weeks in alignment with the requirements set forth in RFP#22-129CSSS.

We deeply appreciate your consideration of our proposal and eagerly look forward to continuing our long-standing, impactful partnership.

With gratitude,

Julia Chih
Chief Executive Officer
Aim High

Oakland Unified School District
Attention: Procurement Department
900 High Street, 2nd Floor
OAKLAND, CA 94601

Dear Oakland Unified School District Procurement Department:

Please accept this letter as support the RFP response submitted by Aim High.

Since Aim High first partnered with Oakland Unified School District (OUSD) and Urban Promise Academy in 2007, our staff and students alike have enjoyed rewarding summer experiences. The Aim High program engages students intellectually, fosters a warm community of peers and educators, and energizes young people for the upcoming school year. We look forward to another summer of learning and social-emotional growth in 2023.

A grant from OUSD will ensure Aim High's five-week summer program will reach up to 150 students at no cost to their families or guardians. Our close collaboration with Aim High before, during, and after the five weeks of programming will create valuable experiences for both our students and our staff. We appreciate the support Aim High provides our staff, many who choose to participate year after year as Aim High faculty delivering the summer program. Aim High's collaborative approach, small class sizes, advanced training in trauma-informed approaches and Aim High's multidisciplinary curricula, and professional coaching ensure prepared and supported educators have what they need to create meaningful experiences for students.

The Aim High program provides 9 hours of daily programming from Monday through Friday, a total of 207 hours of academic and enrichment intervention over five weeks. Students will enter the next academic year with momentum and motivation.

Please feel free to contact me if you need additional information about our support of Aim High and/or the impact of the Aim High program on our students.

Sincerely,

Tierre Mesa
Principal
Urban Promise Academy
tierre.mesa@ousd.org
(510) 436-3636

Oakland Unified School District
Attention: Procurement Department
900 High Street, 2nd Floor
OAKLAND, CA 94601

Dear Oakland Unified School District Procurement Department:

I am writing to support the RFP response submitted by Aim High.

Aim High has partnered with Oakland Unified School District (OUSD) and Madison Park Academy since 2017. Each summer, they empower Oakland youth by providing them with a positive, supportive classroom experience that fosters a love of learning and prepares them for the school year ahead. The results have been incredible, and I look forward to continuing our partnership this summer.

If awarded a grant by OUSD, Aim High will provide a five week, no cost program for up to 150 middle school students and MPA will provide access to all facilities, technology and custodial and nutrition services. In addition, representatives from MPA and Aim High will meet each month from February to June to coordinate and collaborate around student recruitment and retention.

Students will participate in 9 hours of programming daily, Monday through Friday, for a total of 207 hours of academic and enrichment intervention over five weeks. As a result, they will enter the academic year excited and prepared to succeed.

Please feel free to contact me if you need additional information about our support of Aim High and/or the impact of the Aim High program on our students.

Sincerely,

Tanisha Garrett
Principal
Madison Park Academy
tanisha.garrett@ousd.org
(510) 636-2779

Annie Hatch
Assistant Principal
Madison Park Academy
annie.hatch@ousd.org
650-492-1637

Stanford cepa | Center for Education Policy Analysis

CEPA Working Paper No. 20-10

The Dynamic Effects of a Summer Learning Program on Behavioral Engagement in School

AUTHORS

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Stanford University

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Stanford University

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ABSTRACT

The evidence that student learning declines sharply (or stagnates) during the summer has motivated a substantial interest in programs that provide intensive academic instruction during the summer. However, the existing literature suggests that such programs, which typically focus on just one or two subjects, have modest effects on students' achievement and no impact on measures of their engagement in school. In this quasi-experimental study, we present evidence on the educational impact of a unique and mature summer learning program that serves low-income middle school students and features unusual academic breadth and a social emotional curriculum with year-to-year scaffolding. Our results indicate that this program led to substantial reductions in unexcused absences, chronic absenteeism and suspensions and a modest gain in ELA test scores. We find evidence that the gains in behavioral engagement grow over time and with additional summers of participation. Our results also suggest that these effects were particularly concentrated among boys and Latinx students.

Acknowledgements - We thank Jorge Ruiz de Velasco and Liz Newman for contributing to the implementation of this study, and Jorge Ruiz de Velasco and Nancy Mancini for comments on this manuscript. The work was funded by a grant to The John W. Gardner Center for Youth and their Communities (Gardner Center) by Aim High, a nonprofit, 501(c)3 organization that implements the summer learning program studied in this paper. The authors have analyzed and disseminated these results freely and independent of approval from Aim High, as stipulated in a Letter of Agreement between the Gardner Center and Aim High. None of the authors have a financial interest in Aim High.

VERSION

September 2020

Suggested citation: Pyne, J., Messner, E., & Dee, T.S. (2020). The Dynamic Effects of a Summer Learning Program on Behavioral Engagement in School. (CEPA Working Paper No.20-10). Retrieved from Stanford Center for Education Policy Analysis: http://cepa.stanford.edu/wp20-10

One of the most important stylized facts in education research is that out-of-school factors make substantial contributions to students' learning trajectories. A prominent and widely discussed piece of evidence in support of this claim is the existence of large but variable drops in learning during the summer. For example, Kuhfeld (2019), using adaptive and vertically scaled assessment data from over 3.4 million elementary and middle school students, finds that the learning of the median student falls over the summer by "one to two months in reading and a little more than one to three months of school-year learning in math" (p. 27).[1] The evidence indicating that student learning often falls (or at least stagnates) during the summer has motivated a broad and long-standing interest in the design features, impact, and cost-effectiveness of summer learning programs. The ongoing schooling disruptions due to the COVID-19 pandemic have only amplified the need to understand how summer learning opportunities can best support students. For example, there is a new interest in scaling up summer "vacation academies" for children who would otherwise not make up lost school time (Schueler, 2020).

The summer learning programs studied to date typically target their services to students with disadvantaged socioeconomic backgrounds and feature several hours a day of academic instruction offered five days a week over a period of four to five weeks. An extensive experimental and quasi-experimental evaluation literature suggests that these intensive programs have only modest effects on subsequent measures of student achievement (i.e., effect sizes of 0.10 or less) and no effects on important non-test outcomes like chronic absenteeism and suspension from school.[2] However, the relatively narrow design and targeting of prior programs highlight areas for further study. For example, these programs frequently target elementary rather than the middle school students for whom summer learning loss is particularly large (Kuhfeld, 2019). The program curricula in existing studies also tend to focus on just one or perhaps two subjects (typically, reading and, sometimes, mathematics). Instead, summer programs could provide a broad and vertically aligned curriculum addressing both the academic and social-emotional needs of students that help them feel more attached to learning and, by association, more attached to schooling in general. The absence of these design features in prior

[1] Another long-standing and widely circulated claim is that socioeconomic differences in this summer learning loss contribute to the growing gaps in student achievement. However, recent evidence (e.g., von Hippel and Hamrock, 2019; Kuhfeld 2019) suggests that there is *not* clear evidence for such gaps in summer learning loss and that early evidence in support of this claim was due in part to psychometric flaws like not using vertically aligned scales and the confounding influence of test-form changes.

[2] Both Lauer et al. (2006) and Kim and Quinn (2013) provide meta-analytic reviews of program evaluations in this domain. Because our focus is on programs that provide general academic enrichment during the summer break, we do not focus on "summer school" programs that instead provide remediation to low-performing students.

studies suggest that there is still more to learn about how to structure impactful summer learning opportunities.

In this study, we evaluate the effectiveness of Aim High, a unique and voluntary summer learning program that seeks to promote the academic achievement and behavioral engagement of socioeconomically disadvantaged students. Students in the San Francisco Unified School District (SFUSD) are eligible to attend Aim High the summer prior to sixth grade through the summer before ninth grade. The program meets roughly seven hours a day, five days a week, for five weeks. Its academically rich curriculum focuses on several core subjects (i.e., mathematics, humanities, and science) through both classroom instruction and project-based learning. Since 2014, Aim High has also implemented a social-emotional learning (SEL) curriculum in a course called "Issues and Choices." This SEL curriculum features lessons scaffolded from summer-to-summer on topics such as fostering a growth mindset, understanding social identity, building community through mindfulness, challenging stereotypes, and advocating against bullying. These features of the Aim High program suggest that understanding its effects would be a novel and useful contribution to the extensive literature on summer learning programs. Aim High appears to be unique among summer learning programs in offering both unusual academic breadth and an explicit SEL curriculum. Motivated by these unique design features, our outcome measures include not only test scores but also important measures of students' behavioral engagement in school (i.e., chronic absenteeism and suspensions), which few prior studies have considered and are strongly linked to a variety of poorer schooling outcomes such as lower academic achievement and school dropout (Alexander, Entwisle, & Horsey, 1997; Finn, 1989; Gershenson, Jacknowitz, & Brannegan, 2017; Gottfried, 2010; Morris & Perry, 2016; Rumberger, 1995; Wald & Losen, 2003).[3]

Other features of Aim High are novel as well. First, unlike programs evaluated in most prior studies, Aim High targets middle school students for whom summer learning loss is particularly dramatic (Kuhfeld, 2019). Second, Aim High is both an unusually mature program and one that operates at some scale. Their summer program has operated within SFUSD for over 30 years. In recent years, the program has typically served around 1,000 SFUSD students per summer at eight district sites. Third, both the multi-year design of Aim High and the longitudinal data available through

[3] While much of this research linking absenteeism to later student outcomes is correlational, two instrumental-variable studies (Carlsson, Dahl, Öckert & Rooth, 2015; Aucejo & Romano, 2016) find that 10 missed days of instruction reduces achievement by 0.010 to 0.055 SD. Furthermore, some evidence suggests that chronic absenteeism and suspension also create negative externalities that harm the achievement of a student's classmates (Gottfried, 2019; Perry & Morris, 2014).

our research partnership with SFUSD allow us to examine the longer-term effects of program participation and the "dosage" effects of participating over more than one summer.

To determine Aim High's impact on the educational outcomes of its participants, we rely on static, semi-dynamic, and dosage "difference-in-differences" (DD) specifications that take advantage of student-level panel data observed both before and after each student has had the opportunity to participate in the summer learning program. We find that program participation significantly reduces the subsequent probability of being chronically absent (i.e., a 58 percent reduction among eighth grade students who attend Aim High all three summers in middle school relative to the sample mean of eighth grade students who do not attend Aim High at all). We also find that Aim High reduces the probability of being suspended by 37 percent, an effect concentrated among Aim High students who participated during more than one middle school summer (i.e., the majority of participants). In contrast, the effects of Aim High on student scores on the California state assessments are more modest. Participation implies a one-time improvement on ELA assessments of 0.06 SD but does not have a statistically significant impact on math performance. Finally, we find substantial heterogeneity in these effects across student subgroups; the reductions in chronic absenteeism and suspensions, as well as the gain in ELA achievement, are particularly prominent among boys and among Latinx students.

In the following sections, we discuss the prior research evaluating the effects of summer learning programs on students and describe the Aim High summer learning program in detail. After presenting our research aims and the data and measures we use, we describe the quasi-experimental difference-in-differences models employed in these panel data to make our claims. We then present results sequentially by each outcome of interest as well as discuss critical robustness checks. We conclude by discussing our findings in the broader context of the literature we seek to inform.

Summer Learning Opportunities and Student Success

The character of students' learning trajectories during the summer reached prominence among education researchers with Haynes' (1978) seminal study of schoolchildren in Atlanta, Georgia. The study showed that low-income and African American students tend to keep pace with their high-income and white peers during the school year while falling behind in summer months when school is out (i.e., a phenomenon widely known as "summer slide"). These findings suggest that schools may not be the engines of inequality suggested by the contemporary work of others (e.g., Bowles & Gintis, 1976). Entwisle and Alexander's (1992) longitudinal study among Baltimore youth bolstered the summer slide hypothesis and gave it a new conceptual framing. They argue that, during school hours, the "faucet" of learning is on for all students regardless of socioeconomic background, because school presumably offers everyone roughly similar opportunities to learn. However, when school is not in session, the faucet is usually still on for students from families with greater resources while the faucet is generally off for other students from less advantaged families. Another important study by Downey, von Hippel and Broh (2004) replicated the earlier seasonal learning findings using nationally representative data. However, some more recent scholarship (von Hippel & Hamrock, 2019; Kuhfeld, 2019) suggests that the evidence for socioeconomic and racial gaps in summer learning loss was a measurement artifact. Regardless, even after accounting for such measurement concerns there is clear evidence that, in general, student learning declines substantially or at least stagnates for many students during the summer (Atteberry & McEachin, 2020).

This literature has motivated substantial interest in the design, implementation, and evaluation of programs that extend structured learning opportunities for students through the summer (Alexander, Pitcock, & Boulay, 2016). In general, the existing evaluations of summer learning programs provide some justification for modest and cautious optimism about their impact on student achievement. However, the design and targeting of these programs, including their focus on short-term standardized test scores as outcomes, suggests that there is still much to learn about how to structure summer learning opportunities to best support student success.

Two meta-analytic reviews illustrate the relatively narrow focus of many summer learning program studies. The first (Lauer et al., 2006) identifies 18 early experimental studies of summer learning programs published between 1985 and 2003—14 of which examined reading outcomes and 12 of which examined math outcomes. They find that participation in a summer program leads to modest improvements in reading achievement ($d = 0.05$) and in mathematics ($d = 0.09$). However, there are several notable limitations in this early group of interventions. First, generalizability is an open question in these early studies; most of these programs target only those students who were identified for remediation based on low prior achievement.[4] Second, the inferences based on smaller samples and implemented in the context of a controlled experiment may provide a poor guide to the impact of programs conducted in real-world settings and at a larger scale. Finally, nearly all of these

[4] Similarly, several regression-discontinuity (RD) studies have also focused on the impact of summer remediation programs targeted to low-performing students and consistently found positive effects (e.g., Jacob & Lefgren, 2004; Mariano & Martorell, 2013; Matsudaira, 2008; Zvoch & Stevens, 2011).

programs serve students in kindergarten, elementary school, or high school rather than in middle school where summer learning loss appears to be particularly large (Kuhfeld, 2019).

Another meta-analytic review (Kim & Quinn, 2013) summarizes evidence from 41 summer initiatives that are mostly literacy-focused and situated in either the home or in classrooms. Seventeen (i.e., 40 percent) of those studies employ experimental or rigorous quasi-experimental designs (e.g., regression discontinuity) and 82 percent of those 17 studies focus exclusively on elementary-school students rather than middle-school students. Similar to Lauer et al. (2006), results suggest a modest treatment effect (d = .10) on reading achievement among low-income students.[5]

Notably, the curricular focus of these summer programs (i.e., reading and/or math) is often quite narrow relative to what students experience during the academic year. These and other design features of prior summer programs (and their limited impact) suggest an important question: Might there be unique benefits to students from a summer program that parallels the breadth of the standard academic year more closely and also has an intentional focus on social-emotional development? This sort of alternative design for summer learning opportunities could also shift the evaluative frame of the corresponding research in potentially insightful ways. Programs that focus on supporting *behavioral engagement*—students' participation in the work and social life of school—suggest the importance of examining longer-term effects and allowing for the cumulative effects of more than one summer opportunity.

This alternative perspective also implies that our evaluative lens should extend beyond test scores to other educationally relevant outcomes related to behavioral engagement. A long-standing research literature has recognized that the multifaceted dimensions of school engagement (i.e., behavioral and emotional aspects) are important antecedents to longer-run educational success (Fredricks, Blumenfeld, & Paris, 2004; McCarthy & Kuh, 2006). Prominent contemporary education policies (and the corresponding measurement and reporting practices) now reflect the consensus view on the importance of such student outcomes. In particular, the federal Every Student Succeeds Act (ESSA) allows states to use measures of "social and emotional learning" (SEL) as indicators in their school-accountability systems, in addition to test score achievement. However, because of concerns that survey-based SEL measures are currently "unreliable and unusable for accountability purposes" (Blad, 2017), most state accountability systems instead rely on measuring chronic absenteeism, an

[5] A more recent addition to this literature (Zvoch & Robertson, 2017) also finds that random assignment of rising first grade students to a summer literacy program improves indicators of early literacy. By contrast, Lynch and Kim (2017) find that random assignment to an online summer mathematics program had no impact on math achievement, even when coupled with the offer of a free laptop.

important and more reliable indicator of behavioral engagement in school (Hough, 2019; Jordan & Miller, 2017).

Three prior studies of summer learning programs merit close attention because either they include dimensions of behavioral engagement among their outcomes and/or because their program design features an atypical breadth. In general, the results from these carefully designed studies are discouraging. First, a small-scale experimental evaluation of an online summer math program conducted by Lynch and Kim (2017) includes math-related behavioral engagement outcome measures. However, they find that, though the treatment increased students' summer participation in math activities, the program has no effect on math-related enjoyment or intrinsic motivation.

The two remaining noteworthy studies most closely resemble the Aim High program's curricular breadth. Chaplin and Capizzano (2006) examine the impact of Building Educated Leaders for Life (BELL, a summer program that seeks "to not only increase academic success by improving basic math and literacy skills, but also works to assist in social and emotional development by exposing program participants to positive role models, and by building self-esteem and encouraging parents to become more involved in their children's lives." The BELL program targeted children entering grades 1 through 7 in three cities. The randomized evaluation indicates that the program generated only a modest gain in reading achievement (i.e., equivalent to one month of learning) and had no effect on students' academic self-perceptions or parents' reports of positive social skills or problem behaviors.

A more recent RAND study (Augustine et al., 2016) examines the impact of the National Summer Learning Project (NSLP). This program consists of full-day programming for five days a week over five weeks and focuses on both academics and "enrichment" activities (e.g., sports and arts). Each day features at least three hours of instruction in mathematics and language arts in small classes, with no more than 15 students per teacher. Though the primary focus of the NSLP is academic success, the randomized evaluation also includes social-emotional measures and data on the school behavioral engagement of students (i.e., attendance and suspensions) among the outcome measures—and measures these outcomes longitudinally. Augustine et al. (2016) find that NSLP led to a modest, near-term gain in math performance (d = 0.08) that faded out before the next summer. The report also indicated that it had no detectable effects on future attendance, suspensions, or on teacher-reported social-emotional competencies.

In sum, the extensive literature on summer learning programs suggests that, as designed, the programs have modest effects on short-term achievement but no effects on dimensions of behavioral engagement that can support more substantial and longer-term gains in educational success.

The *Aim High* Summer Learning Program

Aim High is a summer learning program that seeks to enhance both the persistent behavioral engagement and the academic achievement of entering and continuing middle school students in San Francisco Unified School District (SFUSD) and other surrounding communities. Participating students attend the program at both independent sites and sites provided by SFUSD for roughly seven hours a day over five days a week and five weeks. Aim High is an independent non-profit organization and is not a remediation program. Rather, its mission is to "create […] life-changing opportunities during the summer and beyond" with a focus on serving students from low-income families and neighborhoods. Aim High has built a strong and sustained partnership with SFUSD central administration and school leaders, resulting in coordinated efforts to garner SFUSD student participation and provide those participants with additional enrichment opportunities in the district during non-summer seasons. Descriptively, Aim High students enjoy higher ninth-grade rates of attendance, lower ninth-grade rates of disciplinary involvement, and higher graduation rates than average non-participants in the district.

Aim High's curricula focus on three traditional subjects: mathematics, humanities, and science; with state- and nationally-aligned standards that incorporate Common Core and Next Generation Science Standards. In general, Aim High uses SFUSD's curricular scope and sequence to ensure summer learning in the district is aligned with each respective grade and subject. Each of these traditional subjects includes experiential and project-based learning for each year of participation, in additional to traditional in-class lessons. Aim High has developed a fourth curricular focus on "Issues and Choices" to strengthen students' positive associations with schooling. Since the summer of 2014, Issues and Choices courses have offered a full curriculum explicitly addressing SEL and behavioral engagement goals, including fostering a growth mindset, building awareness/relationships in school, advocating against bullying, understanding identity, exploring social messages of gender, using mindfulness to build a stronger community and empowering others to challenge stereotypes (see Appendix A for details).

Complementing a strong curricular focus on behavioral engagement in school is an emphasis on relationship-building through team teaching, which includes cooperation between lead teachers, teacher assistants and interns. When selecting classroom instructors, Aim High places a high priority on how well instructors will build meaningful, positive relationships with students. To that end, the organization regularly recruits Aim High alumni to serve as teacher assistants and emphasizes hiring lead teachers who contribute to diversity and live in or come from the communities they serve. A teaching certification is not required for lead teachers or teacher assistants, but a teaching certification or a graduate degree in an education-related field is required for the Academic Coordinator position that provides training and coaching for classroom teams.

Control over content taught in the classroom is loosely coupled with the structure of the organization, giving instructors some creativity and latitude for how they choose to implement and present requisite lessons to students. Although teachers have some creative control over content, the structure of instruction in Aim High is quite consistent across classrooms and courses. Instructors in each of the four main subject areas teach students for 50 minutes a day. Instructors of each subject benefit from an Aim High "Content Overview" for a general pathway to follow over the summer and from large databases of lessons by Aim High instructors, shared across the organization and available at all times to shape curriculum. Students do not receive letter grades; rather, teacher teams provide each student with individualized narrative evaluations of their performance at the conclusion of each of their courses.

Students are first eligible to attend Aim High in the summer before their sixth grade school year (i.e., as "rising sixth graders"). In the years we study, about 21 percent of students enter the summer before sixth grade while the majority of Aim High students (about 66 percent) enter the program the summer before they begin seventh grade and 14 percent began the summer before eighth grade. Over two-thirds of Aim High participants participate during more than one of their middle school summers—57 percent of Aim High students participate for two summers and 14 percent participate for all three summers that we observe them eligible to do so. Aim High sites span either four levels (rising sixth graders through rising ninth graders), or three levels (rising seventh through ninth). Historically, fewer sites offer four levels, which is why most students begin Aim High in the summer before seventh grade.

The process for application and admission into an Aim High summer cohort is consistent across sites. Students and their parents or guardians fill out an application form that staff use to assess need, diversity, interest, and commitment among applicants. Dimensions of need include considerations of family income at or near the federal poverty level, low parental education, family structure and home stability. Within the structure of these admissions criteria, acceptance into Aim High is a flexible and subjective process. For example, site directors and staff make accommodations for students with unstable living conditions who are harder to contact or who have parents who are not as involved in their child's education. Between 2016 and 2019, the median household annual income for a SFUSD Aim High student is about $38,000 (i.e., roughly two-fifths of the household median income city-wide), and 48 percent of Aim High parents have a high school education or less. The parents of 71 percent of Aim High students report qualifying for free or reduced-price lunch while another 10 percent are unsure whether their children qualify for school meal subsidies. The program also considers how applicants contribute to racial, ethnic, language, and ability diversity among Aim High participants. The SFUSD program serves a student population that is 26 percent Latinx, 10 percent African American, 54 percent Asian, and 1 percent white.

Data and Methods

Our research questions ask how participation in Aim High affects students' subsequent behavioral engagement and achievement. We view an examination of Aim High's educational impact as a novel and useful addition to the literature on summer learning programs because of its design features (i.e., academic breadth and an SEL focus), its large-scale operations, and its relevant targeting (i.e., middle school students). The longitudinal data and methods we describe below also allow us to provide unique evidence on the dynamic effects of program participation. Educational programming that boosts students' engagement and learning in school may initiate recursive processes that bring about further school successes (Finn, 1989; Walton & Wilson, 2018). This means involvement in Aim High for a single summer may continue to benefit students academically over several years. Furthermore, because Aim High programming has many thematic goals that are scaffolded from one summer to the next (e.g., goal-setting for entering middle school as a rising sixth grader, evaluating academic goals as a rising seventh grader, goal-setting for successful transition to high school as a rising eighth grader), students participating over multiple summers may be well-positioned to enjoy additional benefits from the program.

Data

The data we examine in this study come from a combination of Aim High and San Francisco Unified School District (SFUSD) administrative records. SFUSD is a diverse public-school district serving a student population that is 35 percent Asian, 31 percent Latinx, 14 percent white, 8 percent African American, and 12 percent of another race or ethnicity. Fifty-two percent of students participate in the district's free or reduced priced lunch program and 28 percent are English language learners. Our data include records from the 2009-10 through 2017-18 school years.

We define two intent-to-treat (ITT) samples using cohorts of fifth grade students. We focus on fifth graders because students first become eligible to participate in Aim High the summer following their fifth grade year (i.e., as "rising sixth graders"). We use data on the two cohorts of fifth grade students from the 2013-14 and 2014-15 school years when examining absence and suspension from school. These are the first two cohorts of SFUSD students who experienced Aim High's full SEL curriculum roll-out in summer 2014, and this design strategy allows us to collect data on these students back to their first-grade school year and track them through their time in middle school. The two-cohort ITT sample consists of all SFUSD students who were enrolled in fifth grade at an SFUSD school for at least 175 days (n = 7,908 students).[6] Specifically, our panel dataset includes annual observations for each of the students in these two cohorts during a conventional grade progression from grades 1 through 8 (i.e., using data from the school years from 2009-10 through 2017-18). Consequently, these sample restrictions do not allow us to assess program effects on "rising ninth graders."

Our two-cohort analytical sample consists of 57,599 student-year observations for which we observe students at least 175 days in a given school year. Student mobility into and out of the school district implies that this is a somewhat unbalanced panel (i.e., each student is not observed in each school year, nor for 175 or more days in a given school year). This missingness could threaten the internal validity of our study. For example, if students with an unobserved propensity for poorer educational outcomes were more likely to remain in SFUSD because of Aim High, we might understate the true impact of the program (i.e., negative selection into treatment). However, we find evidence that missingness is conditionally random with respect to Aim High participation. Using our preferred panel-based specifications, we examined the "effect" of Aim High participation on missingness and found small and statistically insignificant effects (Table B3). Additionally, in Appendix Tables D2 through D5 we show that balanced-panel results (i.e., retaining only students who we observe in every grade from 1 through 8), are statistically and substantively similar to results using an unbalanced panel design.

We also define a one-cohort ITT sample to evaluate the impacts of Aim High participation on state test scores as measured by the California Assessment of Student Performance and Progress (CAASPP) English language arts (ELA) and math assessments. The CAASPP consists of Smarter Balanced Summative Assessments aligned to the Common Core State Standards. California began administering the CAASPP in the 2014-15 school year for students in grades 3 through 8. This means we can observe test scores over each of four academic years (i.e., 2014-15 through 2017-18) in grades

[6] This baseline sample definition excludes a small number of students (n = 179) who were not enrolled in fifth grade for at least 175 days. In Table B1, we show that these students were more likely to be absent, to be English Learners, to have lower test scores, and were less likely to be Asian. Our subgroup analyses allow us to explore the external-validity implications of this sample construction.

4 through 7. We define the one-cohort ITT sample as all SFUSD students who sat for the ELA and math state tests in fifth grade during the 2015-16 school year (N=4,322).[7] Our one-cohort analytical sample consists of 14,853 student-year observations. As with the two-cohort sample, auxiliary regressions suggest that the missingness in these unbalanced panel data is conditionally random with respect to Aim High participation (Table B3). We also find similar results when using the smaller sample of students with complete observations over the four-year study window (Table D6).

To measure treatment status, we rely on the fact that Aim High records each student's participation in their summer learning program along with a range of personal identifiers. The organization shares their list of participants with SFUSD data managers, who link Aim High records to randomized student identifiers generated by the district and to regularly collected district administrative data. Using these data, we construct a simple binary indicator equal to 1 for student-year observations from students who participate in Aim High during any previous summer (i.e., a "static" measure of treatment). Nearly seven percent of our two-cohort ITT sample (i.e., 520 out of 7,908 students) participate in Aim High at least once. Roughly two percent of our student-year observations occur after a student has participated in Aim High. We also use the timing of Aim High participation to define less restrictive and flexibly dynamic measures of program participation. These include binary indicators for the academic year after the first summer of program participation and separate indicators for being one or two academic years after that first participation. These measures flexibly allow for the initial participation in Aim High to have effects that increase or decline over time. Additionally, we also include measures that instead allow for dosage effects by constructing binary measures that identify student-year observations that occur after one year, two years, and three years of participation.

We rely on SFUSD administrative datasets to construct several student outcome measures. SFUSD administrative datasets contain student attendance information recorded as time enrolled, time present, and number of excused and unexcused absences. We calculate the absence rate by dividing the time the student is absent from school by the amount of time they are enrolled in the district (i.e., between 175 and 180 days in total). We do the same to calculate excused and unexcused absence rates. Finally, we calculate a chronically absent indicator to flag students who were absent for more than ten percent of days enrolled during a given school year, so long as they were enrolled for 175 to 180 days in that school year.

[7] This sample definition based on baseline enrollment excludes a small number of students who were enrolled but did not sit for the ELA and math state tests in their fifth-grade year (Table B2).

Suspension data provided by SFUSD include individual records of each time a student is suspended (whether suspended in-school or out-of-school). From these records, we create a flag to indicate whether a student is suspended at least once during a given school year. We measure academic achievement using annual student English language arts (ELA) and math assessments. Our dataset includes four years of ELA and math state test score data, from 2014-15 through 2017-18. For each grade and school year, we use state test scale scores to create standardized z-scores separately for ELA and math tests within every grade level and school year, each of which has a mean of zero and a standard deviation of one.

Our analyses also include several time-varying, student-level covariates based on the SFUSD administrative data. We construct binary indicators for English learner status, special education status, and foster care status. The final covariates in our model reflect the educational status of parents or guardians. SFUSD administrative data contain parent or guardian educational status, split into the following categories: not a high school graduate, high school graduate, some college, college graduate, and graduate school/postgraduate degree. We preserve these categories and create one "parent education" variable that indicates the highest level of education completed by any parent or guardian. We retain students whose parents or guardians do not report their education level with an additional category we call "not reported."

Research Design

We use student-year panel data from SFUSD to estimate the effects of Aim High participation on behavioral engagement (i.e., attendance and suspension from school) and academic achievement (i.e., English language arts and math state test scores). We do so by comparing changes in these outcomes among those who participated in Aim High to outcomes of students who either never participated or had yet to participate in Aim High. This "difference-in-differences" (DD) approach effectively compares the change in outcomes among treated students to the contemporaneous change among untreated students. A key assumption of DD models is that trends between the two groups proceed in parallel before exposure to the policy or program shock.

Our analyses begin with a basic "static" DD, which assumes that Aim High participation leads to a constant, one-time change in a given student outcome. This specification takes the following form:

$$Y_{st} = \alpha_s + \gamma_t + \theta A_{st} + \boldsymbol{\beta}\mathbf{X}_{st} + \varepsilon_{st} \quad (1)$$

where Y_{st} is outcome *Y* for student *s* at time *t*. α_s are student fixed effects, which account for all observed and unobserved time-invariant characteristics of each student. γ_t are fixed effects unique to each school year that account for common disturbances across all students in a given year. ε_{st} is presumed to be a mean-zero error term with clustering at the student level. $\mathbf{X}_{st}$ is a vector of time-varying characteristics of students and their families, including their special education status, English language proficiency, parents' or guardians' highest level of education and grade-level fixed effects.[8] θ is the coefficient of interest, representing the estimated effect of A_{st}, a binary indicator for whether a student participated in Aim High in any summer prior before year *t*.

The static DD specification represented in equation 1 assumes that the treatment effect is constant over time. However, the character of the Aim High program suggests that its effects could instead have dynamic features. For example, given its SEL focus, Aim High may begin a recursive cycle of improved behavioral engagement and achievement that implies larger treatment effects in subsequent years (see Finn, 1989). Alternatively, the effects of Aim High could instead "fade out" in the years after initial participation. To test for time-varying treatment effects, we next employ a semi-dynamic DD model that unrestrictively allows for treatment effects unique to the school year immediately after a student first participates, one year later, and two years later:

$$Y_{st} = \alpha_s + \gamma_t + \sum_{n=0}^{2} \delta_{-n} A_{s,t-n} + \boldsymbol{\beta}\mathbf{X}_{st} + \varepsilon_{st} \tag{2}$$

In this model, the three coefficients of interest are represented by δ_n, which identify the effects of Aim High after the summer of a student's initial participation (i.e., $A_{s,t-0}$) as well as the current effect of having participated one year earlier (i.e., $A_{s,t-1}$) and two years earlier (i.e., $A_{s,t-2}$). We then test the equivalence of these coefficients of interest using the null hypothesis of a constant treatment effect:

$$H_0\colon \delta_0 = \delta_{-1} = \delta_{-2}$$

Another theoretically plausible way to conceptualize dynamic treatment effects in this context is with respect to "dosage." That is, additional summers of Aim High participation could have additional impact by building on the skills and knowledge developed over previous summers. Alternatively, if additional years of participation were educationally redundant, the effects unique to additional summers of participation would be smaller. We examine this through a flexible dosage DD that takes the following form:

$$Y_{st} = \alpha_s + \gamma_t + \sum_{j=1}^{3} \pi_j A_{st}^{j} + \boldsymbol{\beta}\mathbf{X}_{st} + \varepsilon_{st} \tag{3}$$

Here, the variables of interest are represented as π_j, which identify the effect of whether student *s* in school year *t* had just participated in Aim High for the first, second, or third time (i.e., j=1, 2, or 3).

[8] We include time-varying covariates out of an abundance of caution for their influencing the effect of Aim High on our outcomes of interest. However, results are nearly identical when we do not control for this vector of covariates.

Notably, the use of unrestrictive dummy variables to capture a student's dosage implies that we are not imposing a functional form on the effects of additional years of participation. In supplementary models, the results of which can be found in Table C1, we simultaneously test for the presence of dosage effects for each outcome versus passive lagged effects.

Arguably, the most critical maintained assumption of this quasi-experimental approach is that the year-to-year outcome changes among "control" students (i.e., those without a change in treatment status) provide a valid counterfactual for what would have changed for treatment students in the absence of treatment. This "parallel trends" assumption is fundamentally untestable. However, we can provide qualified evidence on the validity of this important assumption through unrestrictive "event study" specifications that allow us to examine whether treatment and control group students had similar year-to-year changes in outcomes *prior* to the onset of treatment. To the extent that this hypothesis is true, it is consistent with the parallel trends assumption. We examine this question through event-study specifications of the following form:

$$Y_{st} = \alpha_s + \gamma_t + \sum_{\tau=1}^{4} \delta_\tau A_{s,t+\tau} + \sum_{n=0}^{2} \delta_{-n} A_{s,t-n} + \mathbf{\beta X}_{st} + \varepsilon_{st} \tag{4}$$

This event-study specification effectively extends the semi-dynamic specification (equation 2) to allow for fixed effects unique to each year prior to participating in Aim High (i.e., "leads" of treatment adoption). That means the coefficients of interest are represented as δ_n and δ_τ, which designate the "effect" for student *s* in year *t* of participation in Aim High *n* years in the future or τ years in the past. The reference category includes those never participating in Aim High and those in school five or six years prior to their first summer of participation in Aim High. To examine the assumption of parallel trends, we test whether, *prior* to their participation in Aim High, treatment students have year-to-year changes in outcomes distinct from control students:

$$H_0: \delta_4 = \delta_3 = \delta_2 = \delta_1 = 0$$

Several recent methodological studies have underscored how DD research designs like ours can sometimes reflect a tacit weighting that can be empirically consequential in the presence of treatment heterogeneity. For example, DD designs effectively upweight observations that have a higher conditional variance in the treatment indicator (i.e., those who change treatment status closer to the middle of our longitudinal window). In our context, this would imply that our static DD places more emphasis on program effects among those who enter before sixth grade relative to those who enter later. This property also implies that such DD estimates are sensitive to the time window used. Furthermore, in the presence of the kinds of dynamic treatment effects we seek to model in our semi-dynamic and dosage specifications, a conventional static DD can even apply negative weights to some treated observations. To assess the empirical relevance of these concerns, we implemented the recommendations and procedure recently introduced by de Chaisemartin and D'Haultfoeuille (forthcoming). We examined the weights implied by our static DD specifications and found that they produced no negative values. Even so, as we describe below, our results suggest that the effects of Aim High clearly have dynamic rather than static properties, which leads us to emphasize interpretation of the semi-dynamic and dosage DD models over the static DD models.

Results

Table 1 displays descriptive statistics of the unbalanced two-cohort and one-cohort panel analytic samples, differentiating Aim High participants from all other students. Our two-cohort analytic sample contains 57,559 student-year observations and 7,908 unique students (columns 1 and 2 of Table 1). The 520 unique students in the sample who ever participate in Aim High have lower rates of absence than non-participants across grades one through eight, by about one-and-a-half percentage points, (2.0 percent compared to 3.4 percent). These trends are similar for unexcused absence rate. Non-Aim High students are labeled "chronically absent" at about 2.3 times the rate of Aim High students across this grade range. Aim High students have half the rate of suspensions as other students from grades one through eight (0.7 compared to 1.4 percent). Aim High and non-Aim High students have largely similar ELA and math test scores in the four school years for which we have state test data for each of the two cohorts.

Both Aim High participants and their peers in the two-cohort sample are slightly more likely to be male, and the groups have similar proportions of English learners. Special education students have slightly lower representation in Aim High than among non-Aim High students (8.5 percent and 12.2 percent, respectively). White students make up 14 percent of the population of students who never participate in Aim High, but only about one percent of Aim High students. The Aim High population has a similar share of African American students as the non-Aim High group (about 8 percent) and a lower share of Latinx students (20.4 percent compared to 25.6 percent). Fifty-eight percent of Aim High students are Asian, compared to 38 percent of non-Aim High students. Parents of Aim High students in the sample report lower levels of education than those whose children do not participate in Aim High. The largest difference is between the proportions of students whose parents are college graduates or higher (14 percent of Aim High students compared to 29 percent of non-Aim High participants).

Our one-cohort sample contains 14,853 student-year observations and 4,322 unique students, 248 of whom participated in Aim High for at least one summer we observe (columns 3 and 4 of Table 1). Descriptive patterns in Table 1 for the one-cohort sample are similar to those in the two-cohort sample, although certain differences between Aim High and non-Aim High students are more pronounced. For example, African American students and those whose parents have no more than a high school diploma have a more disproportionate representation in Aim High in the one-cohort sample compared to the two-cohort sample.

Excused and Unexcused Absences

To measure the effect of Aim High on behavioral engagement in school, we rely first on tracking students' absence rates over time. We speculate that Aim High improves attendance by increasing a student's desire to come to school when they are not sick or experiencing some other emergency. To test this engagement hypothesis, we first evaluate the effect of Aim High on the total absence rate. We then evaluate the program's effects for excused and unexcused absence rates separately because unexcused absences have been shown to be a signal of student and family disengagement from school (Fredricks et al., 2011; Gershenson et al., 2017; Gottfried, 2009). Thus, to the extent that engagement is the mechanism through which Aim High affects absence rates, we should see improvements in unexcused absences more so than excused absences.

Table 2 displays the key results from the static, semi-dynamic, and dosage difference-in-differences (DD) specifications for overall absence rate, excused absence rate, and unexcused absence rate dependent variables. These results indicate that Aim High participation leads to a substantial reduction in student absenteeism. For example, the static DD model (column 1) suggests that Aim High reduces the absence rate by roughly a third of a percentage point (b=-0.31, SE=0.18, t=-1.68, p=0.093). Four other features of these results are particularly noteworthy. First, the reduced absences associated with Aim High participation are concentrated almost exclusively among *unexcused* absences. While the static DD specification indicates that Aim High does not have a statistically significant effect on excused absences, there is a statistically significant effect with respect to unexcused absences (b=-0.33, SE=0.14, t=-2.38, p=0.017). This heterogeneity is consistent with the hypothesis that Aim High participation is effective in promoting behavioral engagement.

Second, the results in Table 2 consistently indicate that the effects of Aim High participation on overall and unexcused absences have dynamic properties. Results in column (8) indicate that, after the first summer of participation, Aim High has small and statistically insignificant effects on unexcused absences. However, in the second school year after a student's first participation, the estimated impact is much larger and statistically significant (*b*=-0.57, SE=0.11, *t*=-5.40, *p*<0.001). In the third school year after a student's first participation, the estimated impact of Aim High participation grows again to nearly three-quarters of a percentage point (*b*=-0.73, SE=0.14, *t*=-5.19, *p*<0.001). The specifications that instead model the dynamic effects of Aim High in terms of "dosage" return quite similar results. For example, relative to students who never participated, those who participate in Aim High for three summers have a rate of unexcused absences that is again three-quarters of a percentage point lower (column 9). This evidence that the beneficial impact of Aim High participation grows monotonically over time and with additional exposure is statistically significant. Specifically, the *p*-values in the bottom row of Table 2 show that the assumption of a common treatment effect (i.e., as assumed in the static DD specifications) is consistently rejected.

The strong correspondence between the results of the two dynamic specifications is not surprising. More than two-thirds of Aim High participants take part in the summer program more than once, meaning there is a high degree collinearity between those participants who are two years from first participating in the program and those who are in the academic year immediately after the second summer of participation. Nonetheless, we have conducted ancillary analyses (see Table C1) based on more complicated DD specifications that simultaneously allowed for both longer-term and dosage effects (e.g., being in the second year after first participation and being in the year immediately after participating a second time). These results generally suggest that dosage effects are somewhat more relevant than the recursive effects of earlier participation. For example, the estimated effect of a second year of participation on the rate of unexcused absences is substantially larger than the effect of being in the second year after first participation (column 2, Table C1). However, these differences are not always statistically significant, so some agnosticism is warranted.

A third important feature of the results in Table 2 concerns effect sizes. In terms of the percent reduction in attendance rate, the estimated benefits of Aim High participation are quite large. The average unexcused absence rate of middle school students who did not participate in Aim High is 1.5 percent. We find that, three years after their first participation, Aim High participants have an absence rate that is a full percentage point lower (see column 3, Table 2). This amounts to a 71 percent reduction in the overall absence rate (i.e., -1.06/1.5). However, framing this with respect to days of attendance suggests a more modest effect of nearly two days of additional attendance in a 180-day school year. This is the equivalent of about 0.35 and 0.16 percent of a standard deviation decrement in math and reading test scores, respectively (see Aucejo & Romano, 2016; Carlsson, Dahl, Öckert, & Rooth, 2015).

Finally, the results reported in Table 2 appear to be quite robust. Corresponding event-study estimates for these results in Appendix Table C2 imply similar trends in our attendance measures for Aim High participants and non-participants in the years *prior* to participation and differences that emerged *after* participation. These patterns are consistent with the identifying assumption of these DD specifications. We also find that the school absence results are robust to several alternate model specifications. For example, excused and unexcused absence rate results hold when using count outcomes in negative binomial models (Appendix Table D1). These results are also all similar when using the smaller sample balanced-panel data, which includes only students for whom we can observe full information across all eight school years (Appendix Tables D2 and D3).

Chronic Absenteeism

In Table 3, we examine the impact of Aim High participation on the probability that a student is chronically absent (i.e., missing 10 percent or more of days in the school year). This is a uniquely salient outcome measure because missing a substantial number of school days both hinders student learning in the near term and implies academic disengagement that is likely to have pejorative long-run consequences. For these reasons, chronic absenteeism is a frequently used metric in the school-accountability systems states have recently developed and implemented under the Every Student Succeeds Act (Jordan & Miller, 2017).

The results in Table 3 consistently indicate that Aim High participation implies a substantial reduction of the probability a student is chronically absent. For example, the static DD model in column 1, Table 3 indicates that Aim High students are 1.4 percentage points less likely to become chronically absent following their participation in Aim High relative to students who never participated (b=-0.014, SE=0.006, t=-2.17, p=0.03). However, the results in columns 2 and 3 indicate that this static specification obscures the dynamic effects of program participation. As with the attendance rate results, the estimated benefits of Aim High participation with respect to reducing chronic absenteeism grow monotonically larger both with the passage of time since first participating (column 2) and with additional years of participation (column 3).[9] More formally, the p-values reported in the bottom row of Table 3 indicate that the assumption of a constant treatment effect is rejected.

The estimated effect sizes implied by Aim High participation are substantial. For example, the dosage specification indicates that students who participated in Aim High for three years are 4.8

[9] As with the attendance results, specifications that simultaneously allow for both lagged effects of first exposure and dosage effects suggest that dosage effects are particularly important (Table C1, column 3). However, these distinctions are not often statistically meaningful given the high number of Aim High participants who attend more than one summer.

percentage points less likely to be chronically absent in eighth grade. As a point of comparison, the rate of chronic absenteeism among eighth graders who never participate in Aim High is 8.3 percent. This implies that persistent participation in Aim High reduces chronic absenteeism by 58 percent. We also note that, as with the absence rate results, these findings appear quite robust. Most notably, the results of an event-study specification (column 3, Table C2) are consistent with the identifying assumption of this research design. Those results indicate that, in the years prior to Aim High participation, the trends in chronic absenteeism were similar among future Aim High participants and non-participants. We also find similar results in a logistic regression (Table D1) and when only using students for whom we can observe full information across all eight school years (Table D3).

Suspension from School

We also consider the impact of Aim High on students' probability of experiencing a suspension from school in each school year observed. Being suspended from school is consequential for a student's learning opportunities and their future engagement with school and other social institutions (Jacobsen, 2020; Kupchik & Catlaw, 2015; Pyne, 2019). However, we also note that the probability of suspension is likely to reflect other determinants such as the structural features of a school and district (e.g., policies around suspension) and the subjective, often culturally-mediated, interpretations of behavior made by decision makers in schools (Okonofua, Walton, & Eberhardt 2016). This important contextual caveat may have relevance for extrapolating the results from this study to school settings with different disciplinary policies. Fortunately, it does not imply a clear internal-validity threat for the inferences based on our quasi-experimental approach.

In Table 4, we present the key results from DD specifications that estimate the impact of Aim High participation on the probability of being suspended. The static DD specification (column 1) suggests that a student is just over one percentage point less likely to become suspended in school years following participation in Aim High compared to students who never participated (b=-0.011, SE=0.004, t=-2.53, p=0.011). The results in columns (2) and (3) again provide somewhat suggestive evidence that the estimated effects of Aim High have dynamic properties. That is, the reductions in suspensions due to Aim High are concentrated in the second and third year after first participating as well as after a second year of participation.[10] The effect sizes implied by the estimates in Table 4 are quite large. Specifically, given that 3.0 percent of those who never participated in Aim High became

[10] With regard to suspensions, our capacity to discriminate between lagged effects of first exposure and dosage effects seems limited (Table C1). The reduction in suspensions appears concentrated among students who participated in Aim High twice or who are in their third year after first participating.

suspended at least once in a given school year while in middle school, this would amount to an estimated 37 percent reduction in the probability of suspension among non-participants. Finally, we note that the event-study results (Table C2) indicate that suspension probabilities trended similarly among Aim High participants and non-participants in the years prior to the program becoming available. We found similar results to those reported above when using a logistic regression (Table D1) and when using a balanced panel of student-by-year observations (Table D4).

Academic Achievement

We now turn to the effects of Aim High participation on student achievement over time. Due to data limitations, we are able to track only one cohort of students' state standardized test scores from the 2014-15 through the 2017-18 school years, from fourth through seventh grade. This allows us to observe students two or three school years prior to initially participating in Aim High, and one or two school years after participating. Below, we report unbalanced panel data on the effects of Aim High on English language arts and mathematics state test scores, standardized within grade, school year, and test score subject.

The results in Table 5 indicate that students experience an average increase of about six percent of a standard deviation in English language arts (ELA) test scores in the year or years following their participation in Aim High (column 1), compared to their expected score without Aim High participation (b=0.06, SE=0.03, t=1.95, p=0.052). A test-score impact of this magnitude is consistent with those found in prior studies of summer learning programs (see Kim & Quinn, 2013; Lauer et al., 2006) and are larger than what would be suggested by the program's effects on improved attendance as a mediator (based on estimates by Aucejo & Romano, 2016; Carlsson et al., 2015). However, we found that these gains appear to be limited to ELA. The estimated effect of Aim High participation on math scores is smaller and statistically insignificant.

The dynamic specifications suggest that the ELA gains due to Aim High came immediately after participating. However, the structure of the available test-score data (one cohort, four years) limits our capacity to examine such dynamic treatment effects with statistical precision. A further limitation is that only 64 Aim High participants in the one-cohort sample began Aim High in the summer before sixth grade. Thus, only these 64 students are in a position to take a second summer of Aim High in the relatively short time frame that we observe ELA test scores.

The weakly significant estimated effect of Aim High participation on ELA scores appears to be a robust result. The evidence from an event-study specification (Table C3) is consistent with its internal validity. This finding is also similar in magnitude and statistically significant when using only data from a balanced panel of students (Tables D6 and D7) and are also robust when excluding the 64 students who first participated as rising sixth graders (Table D8).

Effects by Racial, Ethnic and Gender Subgroups

In Table 6, we employ static DD models to estimate the effects of Aim High on behavioral engagement and achievement, by race/ethnicity and gender. By race/ethnicity, we only report results among African American, Latinx and Asian students. We exclude reports among white, multiracial and other racial and ethnic minority students because very few students in those racial groups participate in Aim High (see Table 1). Across our outcome measures, these results suggest Latinx Aim High students experience the largest effects out of all reported racial subgroups as a result of Aim High participation on all engagement outcomes, while African American and Asian students typically experience no statistically significant effects of participation. For example, these estimates indicate that, among Latinx students, Aim High reduced the probability of being chronically absent by 4.6 percentage points (b=-0.046, SE=0.021, t=-2.20, p=0.028) and the probability of being suspended by 3.9 percentage points (b=-0.039, SE=0.006, t=-6.18, p<0.001).

Gender subgroup analyses suggest that girls stand to benefit from Aim High participation more so than boys through reductions in their unexcused absence rates (b=-0.48, SE=0.11, t=-4.44, p<0.001), while boys stand to benefit more than girls in terms of chronic absenteeism (b=-0.023, SE=0.006, t=-3.58, p<0.001) and suspension from school (b=-0.019, SE=0.006, t=-3.00, p=0.003). Additionally, boys can expect to experience nearly a tenth of a standard deviation bump in English language arts state test scores due to Aim High participation (b=0.09, SE=0.04, t=2.21, p=0.027), whereas the estimated effect among girls on those scores is effectively zero (b=0.01, SE=0.05, t=0.16, p=0.870).

Discussion

Several contemporary factors—the growing evidence of summer learning loss, the interest in expanded instructional time, and the developmental disruptions due to the COVID-19 pandemic—motivate an ongoing interest in the design of effective summer learning opportunities. However, recent meta-analyses (e.g., Lauer et al., 2016; Kim and Quinn, 2013) indicate that summer learning programs, which often feature a narrow (i.e., single- or two-subject) curriculum, have only modest achievement effects and no clear effects on the social-emotional outcomes that are important antecedents to longer-run educational success. Furthermore, the large prior literature on summer learning programs tends to focus on short-run effects and not those effects that may grow recursively over time or accrue after additional summers of participation.

In this study, we examined a summer learning program, Aim High, which has several distinctive and noteworthy features. Its design elements include both academic breadth and an explicit social-emotional curriculum that is vertically integrated across the middle school years ("Issues and Choices," see Appendix A). The targeting of the Aim High program to middle school students may also be apt as this is a period when summer learning loss is particularly stark and the challenges of sustaining students' behavioral engagement intensify. Finally, Aim High is also an unusually mature program operating at a fairly large scale in the San Francisco Unified School District (SFUSD). Its scale and maturity suggest that inferences based on this program may provide a reliable guide to the likely impact of other large-scale initiatives to provide summer learning opportunities.

The availability of longitudinal administrative data from SFUSD and Aim High allowed us to implement a quasi-experimental examination of the program's impact and to consider how its effects varied over subsequent years and with additional summers of participation. Our main finding is that Aim High participation implies substantial reductions in our behavioral engagement proxies (e.g., chronic absenteeism and suspensions). We find that these effects often appear to grow over time and with additional summers of participation. For example, our estimates imply that the probability of being chronically absent in eighth grade is 4.8 percentage-points lower for students who participated in Aim High during all three of their middle school summers (i.e., a 58 percent reduction relative to eighth graders who never participated in Aim High). Similarly, we estimate that Aim High participation reduced the probability of being suspended by 1.1 percentage points (i.e., a 37 percent reduction relative to peers who never participated). In contrast, we found that Aim High had modest and weakly significant effects on ELA achievement (i.e., ES = 0.06) and no effects on math achievement.[11]

Interestingly, we also find that these effects tend to be concentrated among boys and Latinx students. We speculate that we see no detectable effects on behavioral engagement outcomes among Asian Aim High participants due to floor effects; among Asian middle school students never participating in Aim High, the chronic absenteeism rate is 1.2% and the suspension rate is 0.5%, far below the average rates of non-Asian nonparticipating middle school students. This leaves little room for the program to improve behavioral engagement, although descriptively we see that Asian students

[11] The ELA gain due to Aim High participation is consistent with those found in prior studies of summer learning programs (see Kim & Quinn, 2013; Lauer et al., 2006). However, we also note that our evidence suggests these gains are temporary. The absence of a math effect may reflect the fact that our achievement scores coincided with SFUSD's implementation of the new Common Core State Standards.

participating in Aim High have rates on both outcomes that are descriptively lower than the above figures. We are more agnostic about what drives the null effects among African American participants, since floor effects are not a concern for this subgroup. Regarding gender differences, past research suggests that boys are generally less engaged in school than girls beginning at school entry, and girls tend to experience increases in behavioral engagement over elementary school while boys experience decreases (DiPrete & Jennings, 2012; Downey, Workman, & von Hippel, 2019; Pyne, 2020). These trends in behavioral engagement become more pronounced when boys experience much higher levels of disciplinary sanctions and disengagement or withdrawal starting in middle school (DiPrete & Buchmann, 2013). It seems likely that the engagement-focused nature of Aim High is more impactful on boys than girls because there is more ground for boys to recover.

At least two caveats about our findings are worth underscoring. One is that the program has non-trivial costs. In examining Aim High's 2017 Form 990 filing with the Internal Revenue Service (IRS), we estimate that their total spending per student/year is approximately $2,700. To the extent that the program benefits rely on participating during multiple summers, the relevant costs would be correspondingly larger. In contrast, the recent evidence from nudge-like interventions suggest that it may be possible to generate similar short-term improvements in attendance and discipline at lower cost (Borman, Rozek, Pyne and Hanselman, 2019; Rogers & Feller, 2018), although the comparable long-run benefits of these brief interventions are unclear. Second, the capacity of other districts to replicate the effects documented here is necessarily an open and empirical question. Regardless, our results provide novel, robust, and encouraging evidence that a summer learning program with a social-emotional curriculum can generate meaningful improvements in important measures of behavioral engagement and longer-run success. These results indicate that further innovations in and assessments of summer learning programs will be a productive endeavor for supporting the educational potential of students in the United States.

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Tables

Table 1. Descriptive Statistics

	Analytic Sample			
	Two-Cohort		One-Cohort	
Variable	Aim High (n=4,024)	Never Aim High (n=53,535)	Aim High (n=906)	Never Aim High (n=13,947)
OUTCOME MEASURES ACROSS ALL GRADES: Mean (SD)				
Total Absence Rate	2.0 (3.6)	3.4 (5.1)	2.0 (2.9)	3.3 (4.2)
Unexcused Absence Rate	0.7 (2.3)	1.3 (3.6)	0.7 (1.8)	1.8 (2.9)
Chronically Absent (0/1)	2.6 (15.9)	6.1 (23.9)	2.2 (14.7)	6.2 (24.1)
Suspended (0/1)	0.7 (8.5)	1.4 (11.6)	1.2 (11.0)	1.3 (11.4)
ELA Score (standardized)	0.04 (0.87)	0.06 (0.99)	-0.03 (0.91)	0.02 (1.00)
Math Score (standardized)	0.10 (0.92)	0.06 (0.98)	0.08 (0.95)	0.02 (1.00)
BASELINE 5th GRADE DEMOGRAPHICS: % (n)				
Female	49.0 (255)	48.1 (3,556)	48.8 (114)	49.4 (1,913)
Special education student	8.5 (44)	12.2 (907)	9.3 (23)	11.8 (449)
English learner	21.7 (113)	22.3 (1,646)	26.4 (61)	26.8 (1,022)
White	1.2 (6)	14.1 (1,044)	1.7 (4)	14.8 (565)
African American	8.3 (43)	8.0 (587)	15.1 (35)	7.1 (272)
Latinx	20.4 (106)	25.6 (1,892)	21.2 (49)	26.2 (1,002)
Asian	58.1 (302)	38.2 (2,822)	57.1 (132)	37.3 (1,426)
Multiracial or other race/ethnicity	5.2 (27)	7.7 (571)	4.3 (10)	11.3 (431)
Missing race/ethnicity	6.9 (36)	6.4 (472)	0.4 (1)	3.3 (124)
Parent Education				
Not high school graduate	16.4 (85)	13.8 (1,022)	12.1 (28)	12.4 (473)
High school graduate	25.4 (132)	18.0 (1,327)	24.7 (57)	13.6 (518)
Some college	17.9 (93)	13.6 (1,008)	16.0 (37)	13.0 (495)
College graduate or higher	14.4 (75)	28.9 (2,135)	12.1 (28)	27.0 (1,003)
Not reported	26.0 (135)	25.7 (1,896)	34.9 (81)	34.1 (1,301)

Note: The intent-to-treat sample consists of two cohorts of students who are enrolled in the district in fifth grade for 175 to 180 days during the 2013-14 and 2014-15 school years. This analytic sample is an unbalanced panel of all students from that ITT sample with full information and who are enrolled for 175 to 180 days in a given year from grades 1 through 8; N=57,559 student-year observations, which includes 7,908 unique total students, 520 of whom were ever in Aim High. Ninety-six percent of students show up in five or more grades in the sample. The one-cohort analytic sample used for California Assessment of Student Performance and Progress (CAASPP) test score outcomes is based on an intent-to-treat sample of fifth grade students enrolled in the 2015-16 school year. The one-cohort analytic sample is an unbalanced panel that retains students from the ITT sample whose California Assessment of Student Performance and Progress (CAASPP) test scores we observe in SFUSD's longitudinal data in a given year from grades 4 through 7, over the 2014-15 through 2017-18 school years; N=14,853 student-year observations, which includes 4,322 unique students, 248 of whom were ever in Aim High. Eighty percent of students show up three or more grades in the sample. See Appendix B for more information on attrition from the samples. ^Students in the two-cohort sample only have California Assessment of Student Performance and Progress (CAASPP) ELA and math test scores in grades five through eight.

Table 2. The Estimated Effects of Aim High Participation on Total, Excused and Unexcused Absence Rates

	Dependent Variables								
	Overall Absence Rate			Excused Absence Rate			Unexcused Absence Rate		
Independent Variables	Static (1)	Semi-Dynamic (2)	Dosage (3)	Static (4)	Semi-Dynamic (5)	Dosage (6)	Static (7)	Semi-Dynamic (8)	Dosage (9)
After Aim High participation	-0.31*	--	--	0.02	--	--	-0.33**	--	--
	(0.18)			(0.12)			(0.14)		
First participated one summer prior	--	0.16	--	--	0.22	--	--	-0.06	--
		(0.28)			(0.19)			(0.22)	
First participated two summers prior	--	-0.76***	--	--	-0.19**	--	--	-0.57***	--
		(0.14)			(0.09)			(0.11)	
First participated three summers prior	--	-0.98***	--	--	-0.25*	--	--	-0.73***	--
		(0.21)			(0.15)			(0.14)	
After one summer of participation	--	--	0.17	--	--	0.23	--	--	-0.06
			(0.28)			(0.19)			(0.21)
After two summers of participation	--	--	-0.81**	--	--	-0.16	--	--	-0.65***
			(0.12)			(0.08)			(0.08)
After three summers of participation	--	--	-1.06***	--	--	-0.28	--	--	-0.78***
			(0.23)			(0.17)			(0.14)
p value (H_0: $\delta_0=\delta_{-1}=\delta_{-2}$)	--	<0.01	<0.01	--	0.04	0.05	--	0.02	0.01

Note: The intent-to-treat sample consists of two cohorts of students enrolled in fifth grade for 175 to 180 days during the 2013-14 and 2014-15 school years (see Appendix B for more information on attrition from the sample). This analytic sample is an unbalanced panel of all students from that ITT sample with full information and who are enrolled for 175 to 180 days in a given year from grades 1 through 8; N=57,559 student-year observations, which includes 7,908 unique total students, 520 of whom were ever in Aim High. Ninety-six percent of students show up in five or more grades in the sample. Estimates are derived from ordinary least squares multiple regression models. The dependent variable is the rate of absences during the school year (total, excused or unexcused). All models include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency, and foster care status. Event study models support the parallel trends assumption and can be found in Appendix Table C2. Balanced panel data results are very similar to those shown above and can be found in Table D2. Standard errors, clustered at the student level, are in parentheses. *** p<0.01, ** p<0.05, * p<0.10.

Table 3. The Estimated Effects of Aim High on Probability of Chronic Absenteeism

Independent Variables	Static (1)	Semi-Dynamic (2)	Dosage (3)
After Aim High participation	-0.014**	--	--
	(0.006)		
First participated one summer prior	--	0.000	--
		(0.008)	
First participated two summers prior	--	-0.027***	--
		(0.007)	
First participated three summers prior	--	-0.039***	--
		(0.013)	
After one summer of participation	--	--	0.000
			(0.008)
After two summers of participation	--	--	-0.035***
			(0.005)
After three summers of participation	--	--	-0.048***
			(0.010)
p value (H_0: $\delta_0=\delta_{-1}=\delta_{-2}$)	--	<0.001	<0.001

Note: The intent-to-treat sample consists of two cohorts of students enrolled in fifth grade for 175 to 180 days during the 2013-14 and 2014-15 school years (see Appendix B for more information on attrition from the sample). This analytic sample is an unbalanced panel of all students from that ITT sample with full information and who are enrolled for 175 to 180 days in a given year from grades 1 through 8; N=57,559 student-year observations, which includes 7,908 unique total students, 520 of whom were ever in Aim High. Ninety-six percent of students show up in five or more grades in the sample. Estimates derived from linear probability models (LPMs). Alternate analyses also retaining students enrolled for fewer than 175 days in any school year and those using logistic regression yield very similar results. The dependent variable is a binary indicator of whether each student was chronically absent for the school year. All models include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency, and foster care status. Event study models support the parallel trends assumption and can be found in Tables C2. Balanced panel data results are very similar to those shown above and can be found in Table D3. Standard errors, clustered at the student level, are in parentheses. *** p<0.01, ** p<0.05, * p<0.10.

Table 4. The Estimated Effects of Aim High Participation on Probability of Suspension

Independent Variables	Static (1)	Semi-Dynamic (2)	Dosage (3)
After Aim High participation	-0.011**	--	--
	(0.004)		
First participated one summer prior	--	-0.003	--
		(0.006)	
First participated two summers prior	--	-0.018***	--
		(0.005)	
First participated three summers prior	--	-0.020*	--
		(0.011)	
After one summer of participation	--	--	-0.004
			(0.006)
After two summers of participation	--	--	-0.027***
			(0.003)
After three summers of participation	--	--	-0.017
			(0.014)
p value (H_0: $\delta_0=\delta_{-1}=\delta_{-2}$)	--	0.121	0.001

Note: The intent-to-treat sample consists of two cohorts of students enrolled in fifth grade for 175 to 180 days during the 2013-14 and 2014-15 school years (see Appendix B for more information on attrition from the sample). This analytic sample is an unbalanced panel of all students from that ITT sample with full information and who are enrolled for 175 to 180 days in a given year from grades 1 through 8; N=57,559 student-year observations, which includes 7,908 unique total students, 520 of whom were ever in Aim High. Ninety-six percent of students show up in five or more grades in the sample. Estimates are derived from ordinary least squares linear probability models. The dependent variable is a binary indicator of whether the student is suspended one or more times during the school year. All models include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency, and foster care status. Event study models support the parallel trends assumption and can be found in Tables C2. Balanced panel data results are very similar to those shown above and can be found in Table D4. Standard errors, clustered at the student level, are in parentheses. *** p<0.01, ** p<0.05, * p<0.10.

Table 5. The Estimated Effects of Aim High on Standardized Test Scores

	Dependent Variables					
	English Language Arts			Mathematics		
Independent Variables	Static (1)	Semi-Dynamic (2)	Dosage (3)	Static (4)	Semi-Dynamic (5)	Dosage (6)
After Aim High participation	0.06*	--	--	-0.01	--	--
	(0.03)			(0.03)		
First participated one summer prior		0.07**	--	--	0.00	--
		(0.03)			(0.03)	
First participated two summers prior	--	0.02	--	--	-0.03	--
		(0.06)			(0.06)	
After one summer of participation	--	--	0.07**	--	--	0.00
			(0.03)			(0.03)
After two summers of participation	--	--	0.01	--	--	-0.03
			(0.06)			(0.06)
p value (H_0: $\delta_0=\delta_{-1}$)	--	0.37	0.35	--	0.60	0.63

Note: The intent-to-treat sample consists of students enrolled in fifth grade during the 2015-16 school year (see Appendix B for more information on attrition from the sample). This analytic sample is an unbalanced panel of all students from that ITT sample with full test score information in a given year from grades 4 through 7, for school years 2014-15 through 2017-18; N=14,853 student-year observations which includes 4,322 unique students, 248 of whom were ever in Aim High. Eighty percent of students show up three or more grades in the sample. Estimates are derived from ordinary least squares multiple regression models. The dependent variables are the California Assessment of Student Performance and Progress (CAASPP) English language arts and mathematics test scores for each student in each school year. All models include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency, and foster care status. Event study models support the parallel trends assumption for English language arts but not mathematics test scores and can be found in Table C3. Balanced panel data results are very similar to those shown above and can be found in Table D6. Standard errors, clustered at the student level, are in parentheses *** p<0.01, ** p<0.05, * p<0.10.

Table 6. The Estimated Static Effects of Aim High on Engagement and Achievement, Overall and by Subgroup

		Race and Ethnicity^			Gender	
Dependent Variables	Full Sample	African American	Latinx	Asian	Male	Female
Two-Cohort Sample						
Total Absence Rate	-0.31	1.24	-1.53***	0.18	-0.31	-0.30
	(0.18)	(1.67)	(0.29)	(0.19)	(0.26)	(0.26)
Unexcused Absence Rate	-0.33***	0.64	-1.36***	-0.02	-0.17	-0.48***
	(0.14)	(1.61)	(0.19)	(0.07)	(0.24)	(0.11)
Chronic Absenteeism	-0.014***	0.003	-0.046**	0.002	-0.023***	-0.005
	(0.006)	(0.043)	(0.021)	(0.004)	(0.006)	(0.012)
Suspension	-0.011***	0.029	-0.039***	-0.004	-0.019***	-0.002
	(0.004)	(0.046)	(0.006)	(0.002)	(0.006)	(0.006)
Student-Year Observations	*57,559*	*4,462*	*14,211*	*23,532*	*29,831*	*27,728*
Unique Students	*7,908*	*630*	*1,998*	*3,124*	*4,097*	*3,811*
One-Cohort Sample						
State ELA Test	0.06*	0.01	0.06	0.03	0.09**	0.01
	(0.03)	(0.10)	(0.08)	(0.04)	(0.04)	(0.05)
State Mathematics Test	-0.01	0.01	-0.04	0.01	-0.02	0.01
	(0.03)	(0.11)	(0.07)	(0.03)	(0.04)	(0.04)
Student-Year Observations	*14,853*	*769*	*3,241*	*5,639*	*6,709*	*6,538*
Unique Students	*4,322*	*206*	*871*	*1,469*	*1,784*	*1,754*

Note: The intent-to-treat sample for absence and suspension outcomes consists of two cohorts of students enrolled in fifth grade for 175 to 180 days during the 2011-12 through 2014-15 school years. The intent-to-treat sample for California Assessment of Student Performance and Progress (CAASPP) English language arts and mathematics test score outcomes consists of students who were in fifth grade in the 2014-15 school year. These analytic samples are unbalanced panels of all students from those ITT samples with full information in a given year. All models are static difference-in-differences models and include student, school year and grade level fixed effects along with the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency and foster care status. Standard errors, clustered at the student level, are in parentheses. *** p<0.01, ** p<0.05, * p<0.10 ^We exclude reports among white, multiracial, and other racial and ethnic minority groups because very few students from these groups participate in Aim High (see Table 1).

Appendix A. Aim High Issues and Choices Curriculum Learning Goals

Emerging Sixth Grade Learning Goals

6-1 Time Management: Students will be able to apply time management strategies for the transition to middle school.
6-2 Advocate Against Bullying: Students will develop the skills/tools to become not only self-advocates but for others as well. They will also determine and demonstrate multiple ways one can be assertive in the face of bullying and name calling
6-3 Building Awareness and Relationships: Students will be able to understand the dangers of making assumptions of others and how each person's unique trait can be viewed as a contribution. Students will also be able to participate in discussions using the SAFE guidelines.
6-4 Establishing A Safe Space and Transitioning to Middle School: Students will be able to anticipate changes that will occur as they transition into middle school. They will also identify positive actions and people that I can turn to for advice as they face upcoming changes.
6-5 How to Recognize and Prevent Bullying: Students will be able to give a clear and concise definition of bullying. They will also be able to recognize four main categories of bullying. Students will be able to recognize bullying around them as well as practice tools to effectively deal with bullying situations.
6-6 Support Network: Who can help me to be successful in middle school?: Students will be able to generate lists of people and resources that will serve as their support networks as they participate in various activities related to career-planning, career placement, and career success. They will have the tools to self-advocate.
6-7 Goal Setting: What are my goals for sixth grade?: Students will be able to set goals, timelines and create action plans. They will connect their personal strengths, skills and resources they will utilize to their goals.
6-8 A Day In The Life of a Middle School Student: Students will create an artistic representation (skit, video, poster, PSA, etc.) of a healthy response to challenges that may come up when they begin middle school (time management, how to be an ally when a student is being bullied, etc.).

Emerging 7th Grade Learning Goals

7-1 Evaluating Career Goals: Students will engage in research to learn the process for determining what learning strengths lend themselves well to a particular career, the pros and cons of a career goal, and the experience and educational preparation recommended for reaching a career goal.
7-2 My Career Interests: Students will explore their individual interests and see how those interests connect to a career or job. Students will understand the array of careers available, the training necessary for those careers, and create educational goals related to their career aspirations.
7-3 Career Pathway Fair: Students will create a brochure/poster and presentation of the educational pathway to a career they researched.
7-4 Stress and our brains: Students will recognize and name things in their lives that make them feel stressed. They will also identify ways to help them feel relaxed. Students will also learn how stress impacts their decision-making.
7-5 Mindfulness as a way to relieve stress: Students will understand what mindfulness is and how it can be used to deal with stress. Students will practice mindfulness through: checking in with how they are feeling mentally, emotionally, and physically; and mindful breathing.
7-6 Explore Identity: Students will explore and identify their personal characteristics, interests, & talents. Students will also be able to describe & examine multiple components of their own identity (culture, beliefs, race, etc.). They will understand how their families and/or backgrounds may have influenced their Identity.
7-7 Media and Gender: Students will analyze media examples to decode societal messages of masculinity and femininity. Students will also increase their awareness of his/her physical self and media influences on his/her self-image and behavior.

Emerging Eighth Grade Learning Goals

8-1 Growth Mindset: Students will explore the concept of growth mindset and how it having a growth mindset can help them in high school. Students will learn how to respond to challenges with a growth mindset.
8-2 Empowering Students to Challenge Stereotypes: Students will write their own statements on whiteboards to challenge
stereotypes that they face.
8-3 High school choice: Students will learn about the high school options available to them and
will engage in the high school selection process. Students will be able to conduct research on local high schools and present their results.
8-4 High School Admissions/Enrollment: Students will be aware of the timeline of the high school enrollment/admissions process for public, independent, and parochial schools in their region.
8-5 A-G Requirements: Students will be aware of the important high school classes in which they
need to thrive in order to be admitted to a California university (or in SFUSD, graduate).
8-6 Introduction to Mindfulness: Students will understand what mindfulness is. They will practice mindfulness. Students will understand the importance of kindness and non-judgment (of self and others). They will practice showing kindness and non-judgment.
8-7 Assumptions and Stereotypes: Students will be able to define "stereotype" and "assumptions". Students will reflect on assumptions that other may have about them and how they may have made incorrect assumptions about others. Students will explore ways to avoid making assumptions about others as well as how to respond when others make assumptions about them. (8th)
8-8 The Impact of Stereotypes: Students will explore and understand the different kinds of stereotypes placed on different social groups, and will think critically about the various levels of consequences that come from the stereotypes. Students will understand how stereotypes impact communities differently.
8-9 Empathy for Different Experiences: Students will understand and practice empathy. Students will connect empathy with the concepts of support and solidarity.
8-10 How does being more mindful help create a stronger community?: Students will understand and practice how mindfulness and kindness can lead to a better community.
8-11 Empowering Students to Challenge Stereotypes: Students will write their own statements on whiteboards to challenge stereotypes that they face.
8-10 How does being more mindful help create a stronger community?: Students will understand and practice how mindfulness and kindness can lead to a better community.
8-12 What kind of high school do I want to go to?: Students will develop clarity around how they learn best and determine the factors that can contribute to their success in high school, considering physical space, kinds of classes, activities, philosophies, and teacher/learning styles.
8-13 How will I make a successful transition to high school?: Students will begin thinking about goals they have for themselves once they are in high school. Students will become familiar with the college and career readiness options available to them in high school

Appendix B. Sample Missingness

Table B1. Observed and Missing Groups in the Two-Cohort Sample

Variables	Observed (n=7,908)	Missing (n=179)	Test	*p*-value
Mean (SD) Absence Rate	2.2 (4.2)	4.5 (7.8)	-2.29	0.02
Mean (SD) State ELA test score^	2513 (97)	2503 (88)	1.10	0.27
Mean (SD) State math test score^	2513 (93)	2501 (86)	1.64	0.10
Suspended this year	0.3 (20)	0.0 (0)	0.45	0.50
Female	48.2 (3,811)	45.8 (82)	0.40	0.53
Special education student	12.0 (951)	19.0 (34)	7.95	<0.01
English learner	22.2 (1,759)	15.6 (28)	4.43	0.04
White	13.3 (1,050)	23.5 (42)	15.55	<0.01
African American	8.0 (630)	16.2 (29)	15.86	<0.01
Latinx	25.3 (1,998)	32.4 (58)	4.70	0.03
Asian	39.5 (3,124)	14.0 (25)	48.0	<0.01
Multiracial/Other ethnicity	7.6 (598)	8.38 (15)	0.17	0.68
Missing race/ethnicity	6.4 (508)	5.6 (10)	0.20	0.65
Parent education				
Not a high school graduate	14.0 (1,107)	8.4 (15)	4.62	0.03
High school graduate	18.5 (1,459)	17.3 (31)	0.15	0.70
Some college	13.9 (1,101)	15.6 (28)	0.43	0.51
College graduate or higher	28.0 (2,210)	36.9 (66)	6.89	<0.01
Not reported	25.7 (2,031)	21.8 (39)	1.39	0.24

Note: The full two-cohort sample includes all students enrolled for 175 to 180 days in fifth grade from 2013-14 and 2014-15 (n=8,087). Students in the two-cohort full sample are tracked and assigned a "1" for all missing values in grades 3 through 8; N=59,447 student-year observations. The 'Observed' group retains fifth grade students from the full sample who we observe at least once in SFUSD's administrative data in grades 3 through 8, over the 2009-10 through 2017-18 school years. Ninety-six percent of students in the 'Observed' group show up in five or more grades. Students must be enrolled between 175 and 180 days each year to be included in the observed sample. The 'Missing' group includes all fifth grade students from the full sample who are not included in the Observed group. ^ Fifth grade students in the two-cohort full sample may be missing either math or English language arts fifth-grade California Assessment of Student Performance and Progress (CAASPP) test scores.

Table B2. Observed and Missing Groups in the One-Cohort Sample

Variables	Observed (n=4,322)	Missing (n=232)	Test	*p*-value
Mean (SD) Absence Rate^	3.4 (4.1)	10.1 (17.1)	-6.39	<0.01
Mean (SD) State ELA test score	2509 (103)	2428 (106)	3.99	<0.01
Mean (SD) State math test score	2507 (96)	2383 (98)	7.27	<0.01
Suspended this year^	0.6 (25)	1.5 (4)	3.10	0.08
Female	50.0 (2,027)	44.7 (225)	5.04	0.03
Special education student	11.7 (472)	25.3 (127)	72.4	<0.01
English learner	26.7 (1,083)	32.3 (84)	3.84	0.05
White	14.1 (569)	11.9 (60)	1.69	0.19
African American	7.6 (307)	14.1 (71)	21.12	<0.01
Latinx	25.9 (1,051)	42.7 (215)	62.91	<0.01
Asian	38.5 (1,051)	15.1 (76)	106.04	<0.01
Multiracial/ Other ethnicity	10.9 (441)	9.5 (48)	0.84	0.36
Missing race/ethnicity	3.1 (125)	6.6 (33)	16.13	<0.01
Parent education				
Not a high school graduate	12.4 (501)	8.4 (42)	6.88	<0.01
High school graduate	14.2 (575)	9.2 (46)	9.69	<0.01
Some college	13.1 (532)	10.5 (53)	2.69	0.10
College graduate or higher	26.2 (1,061)	12.1 (61)	47.7	<0.01
Not reported	34.1 (1,382)	60.0 (301)	127.10	<0.01

Note: The full one-cohort sample includes n=4,554 fifth grade students enrolled during the 2015-16 school year. The 'Observed' group retains students from the sample who were observed at least once in SFUSD's longitudinal data in grades 4 through 7, over the 2014-15 through 2017-18 school years, the only years for which California Assessment of Student Performance and Progress (CAASPP) data are available in the district for these grade levels. Eighty percent of students in the 'Observed' group show up three or more grades in the sample. Estimates are derived from ordinary least squares multiple regression models. The 'Missing' group includes all students from the full sample who are not included in the Observed group. ^ Students in the one-cohort full sample may be missing complete attendance and suspension data.

Table B3. Contribution of Aim High Participation to Probability of Missingness from the Samples

	Sample					
	Two-Cohort			One-Cohort		
Independent Variables	Static (1)	Semi-Dynamic (2)	Dosage (3)	Static (4)	Semi-Dynamic (5)	Dosage (6)
After Aim High participation	-0.005	--	--	0.019	--	--
	(0.006)			(0.020)		
First participated one summer prior	--	-0.006	--	--	0.015	--
		(0.006)			(0.018)	
First participated two summers prior	--	-0.005	--	--	0.037	--
		(0.007)			(0.034)	
First participated three summers prior	--	-0.001	--	--	--	--
		(0.015)				
After one summer of participation	--	--	-0.005	--	--	0.013
			(0.006)			(0.018)
After two summers of participation	--	--	-0.003	--	--	0.026
			(0.008)			(0.035)
After three summers of participation	--	--	0.009	--	--	--
			(0.019)			
p value (H_0: δ_0=δ_{-1}=δ_{-2})	--	0.87	0.72	--	0.39	0.64

Note: The full two-cohort sample includes all students enrolled in fifth grade from 2014-14 and 2014-15 (n=8,087). The analytic sample retains those with full information who were enrolled for 175 to 180 days of the school year. Students in the two-cohort full sample are tracked and assigned a “1” for all missing values in grades 1 through 8; N=59,447 student-year observations. The full one-cohort sample includes all students enrolled in fifth grade in 2015-16 (n=4,554). Students in the one-cohort full sample are tracked and assigned a “1” for all missing values in grades 4 through 7; N=16,855 student-year observations. The dependent variable is a binary indicator of whether a student is missing in a given school year (i.e., “Missing”=1; “Not Missing”=0). All models include student, school year and grade level fixed effects. Standard errors, clustered at the student level, are in parentheses. *** p<0.01, ** p<0.05, * p<0.10.

Appendix C. Supplementary Models

Table C1. Lagged Passive Effects Versus Dosage Effects of Aim High Participation – Engagement Outcomes

	Dependent Variables			
Independent Variable	Total Absence Rate (1)	Unexcused Absence Rate (2)	Probability of Chronic Absence (3)	Probability of Suspension (4)
First summer of participation	0.16	-0.06	0.000	-0.003
	(0.28)	(0.21)	(0.008)	(0.006)
Only one summer of participation, 1-year lag^	-0.43	-0.13	0.017	0.027
	(0.54)	(0.46)	(0.035)	(0.028)
Second summer of participation	-0.81***	-0.65***	-0.035***	-0.026***
	(0.12)	(0.08)	(0.005)	(0.003)
Only one summer of participation, 2-year lag^	-0.67	-0.41	-0.026***	-0.031**
	(0.44)	(0.35)	(0.006)	(0.012)
Third summer of participation	-1.07***	-0.79***	-0.048***	-0.017
	(0.23)	(0.14)	(0.009)	(0.014)
p value (H_0: 1 dose, 1-year lag = 2 doses)	0.48	0.25	0.14	0.05
p value (H_0: 1 dose, 2-year lag = 3 doses)	0.41	0.30	0.04	0.45

Note: The intent to treat two-cohort sample includes all students enrolled in fifth grade from 2014-14 and 2014-15 (see Appendix B for more information on attrition from the sample). This analytic sample is an unbalanced panel of all students from that sample with full information and who are enrolled for 175 to 180 days in a given year from grades 1 through 8; N=57,559 student-year observations, which includes 7,908 unique total students, 520 of whom were ever in Aim High. This model differentiates the effects of additional summers of participation in Aim High from effects among those who participate only one summer but we observe in later years. Absence rate estimates are derived from ordinary least squares multiple regression models. Chronic absence and suspension estimates are derived from ordinary least squares linear probability models. All models include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency, and foster care status. Standard errors, clustered at the student level, are in parentheses. *** p<0.01, ** p<0.05, * p<0.10. ^ We observe 67 students one year after participating in only one summer of Aim High and 13 students two years after participating in only one summer of Aim High. No students appeared in the sample a year after participating in only two summers of Aim High.

Table C2. Two-Cohort Event Study Model Results – Engagement Outcomes

	Dependent Variables			
Independent Variable	Total Absence Rate (1)	Unexcused Absence Rate (2)	Probability of Chronic Absence (3)	Probability of Suspension (4)
4-year lead	0.02	-0.08	0.005	0.002
	(0.10)	(0.06)	(0.007)	(0.004)
3-year lead	0.04	-0.02	0.006	0.005
	(0.10)	(0.07)	(0.007)	(0.003)
2-year lead	0.08	-0.07	0.014*	0.002
	(0.11)	(0.07)	(0.007)	(0.003)
1-year lead	-0.05	-0.19	0.005	-0.003
	(0.14)	(0.10)	(0.008)	(0.005)
First participated one summer prior	0.17	-0.13	0.006	-0.003
	(0.30)	(0.23)	(0.009)	(0.007)
First participated two summers prior	-0.75***	-0.64***	-0.022**	-0.018***
	(0.16)	(0.11)	(0.009)	(0.005)
First participated three summers prior	-0.97***	-0.80***	-0.033**	-0.019*
	(0.22)	(0.15)	(0.014)	(0.011)
p value (H_0: $\delta_4 = \delta_3 = \delta_2 = \delta_1 = 0$)	0.90	0.19	0.44	0.56
p value (H_0: $\delta_0 = \delta_{-1} = \delta_{-2}$)	<0.01	0.01	<0.01	0.12

Note: The intent-to-treat two-cohort sample includes all students enrolled in fifth grade from 2014-14 and 2014-15 (see Appendix B for more information on attrition from the sample). This analytic sample is an unbalanced panel of all students from that sample with full information and who are enrolled for 175 to 180 days in a given year from grades 1 through 8; N=57,559 student-year observations, which includes 7,908 unique total students, 520 of whom were ever in Aim High. Alternate analyses also retaining students enrolled for fewer than 175 days in any school year yield very similar results. Absence rate estimates are derived from ordinary least squares multiple regression models. Chronic absence and suspension estimates are derived from ordinary least squares linear probability models. All models include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency and foster care status. The reference category is 5 or 6 years prior to first Aim High participation or never participating in Aim High. Balanced panel results can be found in Table D5. Standard errors, clustered at the student level, are in parentheses. *** p<0.01, ** p<0.05, * p<0.10.

Table C3. One-Cohort Event Study Model Results – Academic Outcomes

Independent Variable	Dependent Variables State ELA Test (1)	 State Math Test (2)
2-year lead	0.05	-0.02
	(0.04)	(0.04)
1-year lead	0.05	0.05
	(0.04)	(0.04)
First participated one summer prior	0.11**	0.01
	(0.05)	(0.04)
First participated two summers prior	0.06	-0.02
	(0.07)	(0.07)
p value (H_0: $\delta_2=\delta_1=0$)	0.49	0.06
p value (H_0: $\delta_0=\delta_{-1}$)	0.44	0.62

Note: The intent-to-treat sample consists of students enrolled in fifth grade during the 2015-16 school year (see Appendix B for more information on attrition from the sample). This analytic sample is an unbalanced panel of all students from the sample with full information and who are enrolled in a given year in grades 4 through 7, for school years 2014-15 through 2017-18; N=14,853 student-year observations which includes 4,322 unique students, 248 of whom were ever in Aim High. Eighty percent of students show up three or more grades in the sample. The dependent variables are z-scored California Assessment of Student Performance and Progress (CAASPP) English language arts and mathematics test scores for each student in each school year. All models include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency and foster care status. The reference category is 3 or 4 years prior to first Aim High participation or never participating in Aim High. Balanced panel results can be found in Table D7. Standard errors, clustered at the student level, are in parentheses. *** p<0.01, ** p<0.05, * p<0.10.

Appendix D. Robustness Checks

Table D1. The Estimated Static Effect of Aim High on Suspension and Absenteeism (Negative Binomial and Logistic Regression Static DD Models)

Dependent Variable	Estimate	Method
Excused Absences (Incidence rate ratio)	0.86*** (0.79 - 0.93)	Negative Binomial Regression
Unexcused Absences (Incidence rate ratio)	0.78*** (0.69 - 0.87)	Negative Binomial Regression
Chronic Absenteeism (Odds ratio)	0.43*** (0.26 - 0.71)	Logistic Regression
Suspension (Odds ratio)	0.50** (0.27 - 0.93)	Logistic Regression

Note: Note: The intent-to-treat two-cohort sample includes all students enrolled in fifth grade from 2014-14 and 2014-15 (see Appendix B for more information on attrition from the sample). This analytic sample is an unbalanced panel of all students from that sample with full information and who are enrolled for 175 to 180 days in a given year from grades 1 through 8; N=57,559 student-year observations, which includes 7,908 unique total students, 520 of whom were ever in Aim High. All models are static difference-in-differences models, include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, and foster care status. 95% confidence intervals are in parentheses. *** $p<0.01$, ** $p<0.05$, * $p<0.10$.

Table D2. The Estimated Effects of Aim High Participation on Total, Excused and Unexcused Absence Rates (Balanced Panel)

	Dependent Variables								
	Overall Absence Rate			Excused Absence Rate			Unexcused Absence Rate		
Independent Variables	Static (1)	Semi-Dynamic (2)	Dosage (3)	Static (4)	Semi-Dynamic (5)	Dosage (6)	Static (7)	Semi-Dynamic (8)	Dosage (9)
After Aim High participation	-0.25	--	--	0.03	--	--	-0.28*	--	--
	(0.19)			(0.13)			(0.14)		
First participated one summer prior	--	0.24	--	--	0.24	--	--	-0.01	--
		(0.31)			(0.20)			(0.23)	
First participated two summers prior	--	-0.71***	--	--	-0.17*	--	--	-0.54***	--
		(0.13)			(0.09)			(0.09)	
First participated three summers prior	--	-0.88***	--	--	-0.24	--	--	-0.64***	--
		(0.21)			(0.15)			(0.14)	
After one summer of participation	--	--	0.26	--	--	0.25	--	--	0.01
			(0.31)			(0.20)			(0.23)
After two summers of participation	--	--	-0.69***	--	--	-0.15	--	--	-0.55***
			(0.12)			(0.08)			(0.08)
After three summers of participation	--	--	-0.94***	--	--	-0.26	--	--	-0.68***
			(0.23)			(0.18)			(0.14)
p value (H_0: $\delta_0=\delta_{-1}=\delta_{-2}$)	--	<0.01	<0.01	--	0.07	0.07	--	0.03	0.02

Note: The intent-to-treat sample consists of two cohorts of students enrolled in fifth grade for 175 to 180 days during the 2013-14 and 2014-15 school years (see Appendix B for more information on attrition from the sample). This analytic sample is a balanced panel of all students from that ITT sample with full information and who are enrolled for 175 to 180 days every year from grades 1 through 8; N=45,344 student-year observations, which includes 5,668 unique students, 463 of whom were ever in Aim High. Estimates are derived from ordinary least squares multiple regression models. Alternate analyses that also retain students enrolled for fewer than 175 days in any school year yield very similar results. The dependent variable is the rate of absences during the school year (total, excused or unexcused). All models include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency, and foster care status. Event study models support the parallel trends assumption and can be found in Tables D5. Standard errors, clustered at the student level, are in parentheses. *** p<0.01, ** p<0.05, * p<0.10.

Table D3. The Estimated Effects of Aim High on Probability of Chronic Absenteeism (Balanced Panel)

Independent Variables	Static (1)	Semi-Dynamic (2)	Dosage (3)
After Aim High participation	-0.015**	--	--
	(0.007)		
First participated one summer prior	--	-0.001	--
		(0.008)	
First participated two summers prior	--	-0.026***	--
		(0.007)	
First participated three summers prior	--	-0.036***	--
		(0.013)	
After one summer of participation	--	--	-0.001
			(0.008)
After two summers of participation	--	--	-0.033***
			(0.005)
After three summers of participation	--	--	-0.044***
			(0.011)
p value (H_0: $\delta_0=\delta_{-1}=\delta_{-2}$)	--	<0.001	<0.001

Note: The intent-to-treat sample consists of two cohorts of students enrolled in fifth grade for 175 to 180 days during the 2013-14 and 2014-15 school years (see Appendix B for more information on attrition from the sample). This analytic sample is a balanced panel of all students from that ITT sample with full information and who are enrolled for 175 to 180 days every year from grades 1 through 8; N=45,344 student-year observations, which includes 5,668 unique students, 463 of whom were ever in Aim High. Estimates derived from linear probability models (LPMs). Alternate analyses using logistic regression yield very similar results. The dependent variable is a binary indicator of whether each student was chronically absent for the school year. All models include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency, and foster care status. Event study models support the parallel trends assumption and can be found in Table D5. Standard errors, clustered at the student level, are in parentheses. *** p<0.01, ** p<0.05, * p<0.10.

Table D4. The Estimated Effects of Aim High Participation on Probability of Suspension from School (Balanced Panel)

Independent Variables	Static (1)	Semi-Dynamic (2)	Dosage (3)
After Aim High participation	-0.011***	--	--
	(0.004)		
First participated one summer prior	--	-0.004	--
		(0.006)	
First participated two summers prior	--	-0.018***	--
		(0.005)	
First participated three summers prior	--	-0.019*	--
		(0.011)	
After one summer of participation	--	--	-0.004
			(0.006)
After two summers of participation	--	--	-0.027***
			(0.002)
After three summers of participation	--	--	-0.017
			(0.014)
p value (H_0: $\delta_0=\delta_{-1}=\delta_{-2}$)	--	0.175	0.001

Note: The intent-to-treat sample consists of two cohorts of students enrolled in fifth grade for 175 to 180 days during the 2013-14 and 2014-15 school years (see Appendix B for more information on attrition from the sample). This analytic sample is a balanced panel of all students from that ITT sample with full information and who are enrolled for 175 to 180 days every year from grades 1 through 8; N=45,344 student-year observations, which includes 5,668 unique students, 463 of whom were ever in Aim High. Estimates are derived from ordinary least squares linear probability models. Alternate analyses using logistic regression yield very similar results. The dependent variable is a binary indicator of whether the student is suspended one or more times during the school year. All models include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency, and foster care status. Event study models support the parallel trends assumption and can be found in Table D5. Standard errors, clustered at the student level, are in parentheses. *** p<0.01, ** p<0.05, * p<0.10.

Table D5. Two-Cohort Event Study Model Results – Engagement Outcomes (Balanced Panel)

	Dependent Variables			
Independent Variable	Total Absence Rate (1)	Unexcused Absence Rate (2)	Probability of Chronic Absence (3)	Probability of Suspension (4)
4-year lead	0.07	-0.02	0.006	0.003
	(0.10)	(0.06)	(0.007)	(0.004)
3-year lead	0.10	0.01	0.005	0.006
	(0.11)	(0.07)	(0.007)	(0.003)
2-year lead	0.19	0.01	0.013*	0.003
	(0.11)	(0.07)	(0.007)	(0.003)
1-year lead	0.09	-0.07	0.005	-0.003
	(0.14)	(0.10)	(0.008)	(0.004)
First participated one summer prior	0.31	-0.02	0.004	-0.002
	(0.33)	(0.24)	(0.009)	(0.007)
First participated two summers prior	-0.63***	-0.55***	-0.021**	-0.016***
	(0.16)	(0.10)	(0.009)	(0.005)
First participated three summers prior	-0.79***	-0.65***	-0.030**	-0.017*
	(0.22)	(0.15)	(0.014)	(0.011)
p value (H_0: $\delta_4 = \delta_3 = \delta_2 = \delta_1 = 0$)	0.57	0.86	0.54	0.44
p value (H_0: $\delta_0 = \delta_{-1} = \delta_{-2}$)	<0.01	0.03	<0.01	0.18

Note: The intent-to-treat sample consists of two cohorts of students enrolled in fifth grade for 175 to 180 days during the 2013-14 and 2014-15 school years (see Appendix B for more information on attrition from the sample). This analytic sample is a balanced panel of all students from that ITT sample with full information every year from grades 1 through 8; N=45,344 student-year observations, which includes 5,668 unique students, 463 of whom were ever in Aim High. Absence rate estimates are derived from ordinary least squares multiple regression models. Chronic absence and suspension estimates are derived from ordinary least squares linear probability models. All models include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency and foster care status. The reference category is 5 or 6 years prior to first Aim High participation or never participating in Aim High. Standard errors, clustered at the student level, are in parentheses. *** p<0.01, ** p<0.05, * p<0.10.

Table D6. The Estimated Effects of Aim High on Standardized Test Scores (Balanced Panel)

	Dependent Variables					
	English Language Arts			Mathematics		
Independent Variables	Static (1)	Semi-Dynamic (2)	Dosage (3)	Static (4)	Semi-Dynamic (5)	Dosage (6)
After Aim High participation	0.05*	--	--	0.00	--	--
	(0.03)			(0.03)		
First participated one summer prior		0.06*	--	--	0.00	--
		(0.03)			(0.03)	
First participated two summers prior	--	0.02	--	--	-0.02	--
		(0.06)			(0.06)	
After one summer of participation	--	--	0.06*	--	--	0.00
			(0.03)			(0.03)
After two summers of participation	--	--	0.02	--	--	-0.02
			(0.06)			(0.06)
p value (H_0: $\delta_0=\delta_{-1}$)	--	0.53	0.51	--	0.74	0.80

Note: The intent-to-treat sample consists of students enrolled in fifth grade during the 2015-16 school year. This analytic sample is a balanced panel of all students from that ITT sample with full information every year from grades 4 through 7, for school years 2014-15 through 2017-18; N=13,247 student-year observations, which includes 3,538 total unique students, 208 of whom were ever in Aim High. Estimates are derived from ordinary least squares multiple regression models. The dependent variables are z-scored California Assessment of Student Performance and Progress (CAASPP) English language arts and mathematics test scores for each student in each school year. All models include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency, and foster care status. Event study models support the parallel trends assumption for English language arts but not mathematics test scores and can be found in Table D7. Standard errors, clustered at the student level, are in parentheses *** p<0.01, ** p<0.05, * p<0.10.

Table D7. One-Cohort Event Study Model Results – Academic Outcomes (Balanced Panel)

	Dependent Variables	
Independent Variable	State ELA Test (1)	State Math Test (2)
2-year lead	0.05	-0.04
	(0.04)	(0.04)
1-year lead	0.05	0.04
	(0.05)	(0.04)
First participated one summer prior	0.10**	0.00
	(0.05)	(0.04)
First participated two summers prior	0.07	-0.02
	(0.07)	(0.07)
p value (H_0: $\delta_2=\delta_1=0$)	0.46	0.07
p value (H_0: $\delta_0=\delta_{-1}$)	0.62	0.73

Note: The intent-to-treat sample consists of students enrolled in fifth grade during the 2015-16 school year. This analytic sample is a balanced panel of all students from that ITT sample with full information every year from grades 4 through 7, for school years 2014-15 through 2017-18; N=13,247 student-year observations, which includes 3,538 total unique students, 208 of whom were ever in Aim High. Estimates are derived from ordinary least squares multiple regression models. The dependent variables are z-scored California Assessment of Student Performance and Progress (CAASPP) English language arts and mathematics test scores for each student in each school year. All models include student, school year and grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, English language proficiency and foster care status. The reference category is 3 or 4 years prior to first Aim High participation or never participating in Aim High. Standard errors, clustered at the student level, are in parentheses *** p<0.01, ** p<0.05, * p<0.10.

Table D8. The Estimated Effect of Aim High on State English Language Arts Test Scores among Those First Participating in Aim High in the Summer Before Seventh Grade.

Independent Variable	Static (1)	Event Study (2)
After Aim High participation	0.08**	--
	(0.04)	
2-year lead	--	0.04
		(0.04)
1-year lead	--	0.05
		(0.04)
First participated one summer prior	--	0.11**
		(0.05)
p value (H_0: $\delta_2=\delta_1=0$)	--	0.55

Note: The intent-to-treat sample consists of students enrolled in fifth grade during the 2015-16 school year. This analytic sample is an unbalanced panel of all students from that ITT sample with full information in a given year, excluding the 64 students who begin participating in Aim High in the summer prior to sixth grade; N=14,597 student-year observations; N=4,257 unique students. The dependent variable is a z-scored continuous measure of English Language Arts score on the California Assessment of Student Performance and Progress (CAASPP) exam each year. Both models include student, school year grade level fixed effects and the following time-varying student-year controls: Special education, parent's highest education level, and foster care status. For the event study model, the reference category is 3 years prior to first Aim High participation or never participating in Aim High. Standard errors, clustered at the student level, are in parentheses. *** p<0.01, ** p<0.05, * p<0.10.

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Statement of Qualifications

Aim High is a proven leader in the field of middle school summer education with a program that combines pedagogical rigor with emotional depth. Curricula include classes combining multiple academic disciplines, engagement with culturally relevant literature, and both personal identity exploration and community bonding. Our curricula align with the Collaborative for Academic, Social, and Emotional Learning (CASEL) frameworks, Common Core State Standards, and Next Generation Science Standards (NGSS) for STEM. Our evaluation systems, built from the cutting-edge research practices outlined in *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*, include research-verified questions on annual surveys of students, families/guardians, and faculty to measure our impact and inform improvements. Aim High's impact on 17,800+ young people over more than 35 years has not only invigorated their academic skills, it has laid the foundation for lifelong confidence and a deeper love of learning:

Academic Knowledge & Self-Efficacy

- **88%** of students received assignments that made them think
- **82%** were encouraged by teachers to ask clarifying questions

Community & Belonging

- **86%** feel like part of a community
- **86%** learned to appreciate their culture and others' cultures

Growth Mindset

- **82%** thought about how to improve the quality of their work
- **76%** learned at least one mindfulness tool to handle stress

College & Career Preparation

- **86%** plan to go to college or some other school after high school.
- **98%** of Aim High students enroll in college or post-secondary education

The rigor and long-term benefits of Aim High's program have been verified by independent research studies from Stanford University's Gardner Center. Among the findings of the 2016 study, Stanford researchers note that the Aim High program is implemented with consistent high quality across all sites, catalyzes positive shifts in academic and social-emotional competencies along with college and career knowledge, and offers a unique contribution to the field with embedded professional development and emphasis on diverse educators. The 2019 study (included with this RFP) found that Aim High participation reduces chronic absenteeism by 22% and suspension by 37%. It also improves students' English language arts scores by six points on average. Researchers calculated that if all low-income middle school students in California had access to Aim High, 12,000 fewer students would be chronically absent each year. Our quality has resulted in numerous prestigious awards: Aim High is the first and only organization to twice receive the Excellence in Summer Learning Award from the National Summer Learning Association, John Hopkins University named Aim High as "one of the nation's best summer programs" when honoring us with the Excellence in Summer Learning award, and the National Partnership for Education Access recognized us with the Excellence in Collaboration award. We eagerly look forward to returning our high-quality program to OUSD in summer 2023.

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 11/16/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Business Professional Insurance Associates
1519 South B Street
San Mateo, CA 94402
License #: 0D69286

CONTACT NAME: Virginia Fontana
PHONE (A/C, No, Ext): (650)341-4484 FAX (A/C, No): (650)341-4465
E-MAIL ADDRESS: vfontana@bpia.net

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A :	Nonprofits Insurance Alliance of CA	10023
INSURER B :	Nonprofits Insurance Alliance of CA	NIAC
INSURER C :		
INSURER D :		
INSURER E :		
INSURER F :		

INSURED
Aim High for High School
P.O. Box 410715
San Francisco, CA 94141

COVERAGES **CERTIFICATE NUMBER:** 00028383-109061 **REVISION NUMBER:** 1

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY	Y		2022-06799	09/01/2022	01/01/2023	EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 500,000
	X Empl Ben Liab						MED EXP (Any one person)	$ 20,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	X POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	OTHER:						Host Liquor Liab.	$ 1,000,000
A	AUTOMOBILE LIABILITY			2022-06799	09/01/2022	01/01/2023	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
A	X UMBRELLA LIAB X OCCUR			2022-06799-UMB	09/01/2022	01/01/2023	EACH OCCURRENCE	$ 5,000,000
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$ 5,000,000
	DED X RETENTION $ NONE							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N						PER STATUTE / OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	N / A					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
B	Improper Sexual Cond			2022-06799	09/01/2022	01/01/2023	Aggr/Ea Claim	3 mil/1 mil

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Oakland Unified School District is Additional Insured with regard to General Liability when required by written contract per the attached endorsement form.

Improper Sexual Conduct coverage includes Corporal Punishment.

CERTIFICATE HOLDER

Oakland Unified School District
Attn: Risk Management
1000 Broadway, Suite 440
Oakland, CA 94607

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE
Virginia J Fontana
(VJF)

  Printed by VJF on 11/16/2022 at 01:37PM

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s): Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

A. **Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

1. In the performance of your ongoing operations; or

2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and

2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or

2. Available under the applicable Limits of Insurance shown in the Declarations;

whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

2022 OUSD Request for Proposals Application
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Expanded Learning for Summer Learning and Intersession

Agency Letter

December 8, 2022

Dear Oakland Unified School District Procurement Department:

All Aim High employees that will work at Oakland Unified School District (OUSD) schools during our five-week summer program will have passed fingerprint review by the California Department of Justice and Federal Bureau of Investigation, Tuberculosis (TB) testing requirements, and mandated reporting. Proof of fingerprint passage and Tuberculosis test passage of staff working at OUSD will be available to OUSD upon demand.

Lead Teachers delivering the Aim High program meet or exceed OUSD Instructional Aide requirement (48 college units or Instructional Aid Certificate). Designated staff supporting Aim High's program will be first-aid, concussion, and CPR certified.

Sincerely,

Julia Chih
Chief Executive Officer
Aim High