Legislative File No.: 20-2039 Introduction Date: 10/1/2020

Enactment No.: Enactment Date:

CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

Certification

By signing below, I certify as follows:

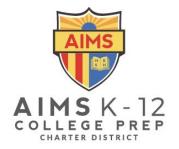
- 1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
- 2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
- 3. That I make this certification for purposes of Education Code Section 47605(b) only; and
- 4. That I deem the charter petition to be complete.

Name: Maya Woods-Cadiz, Superintendent

Signature:

Date: October 1, 2020

School Name: AIMS College Prep Middle School



Maya Woods-Cadiz

Superintendent

AIMS K-12 College Prep Charter District 171 12th Street, Oakland, CA 94607

Email: maya.woods-cadiz@aimsk12.org

T:510-893-8701

October 1, 2020

President Jody London, Board of Education Oakland Unified School District 1000 Broadway Street Oakland, California 94607

Dear President London:

On behalf of American Indian Public Charter School (AIMSC College Prep Middle Schools)

We submitted the renewal petition for your review and consideration on 10/01/2020. We are in compliance with the request of the Office of Charter Schools Handbook and all applicable laws..

If you have any questions or concerns, please feel free to contact us directly.

Respectfully,

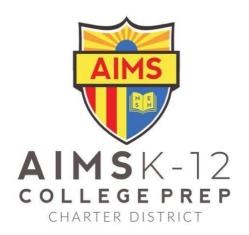
Toni Cook

Board President

Die Clark

AIMS K-12 College Prep Charter District

Maya Woods-Cadiz



AIMS College Prep Middle School

Renewal Charter Petition
For a term of July 1, 2021 – June 30, 2028
Submitted to the Oakland Unified School District
October 1, 2020

www.aimsk12.org

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Affirmations, Declarations, and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

AIMS College Prep Middle School (also referred to herein as "Charter School"):

- 1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code ("Ed. Code") § 47605(e)(1))
- 2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
- 3. Shall shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
- 4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
- 5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District ("OUSD" or "District") except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
 - c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by

- eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))
- d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))
- 6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))
- 7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
- 8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
- 9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
- 10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non charter public schools. (Ed. Code § 47605(d)(1))

- 2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
- 3. Shall at all times maintain all necessary and appropriate insurance coverage.
- 4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act (Ed. Code § 47604.1(b)(3) and (4))
- 5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(1))
- 6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
- 7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, martial status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
- 8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
- 9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (I).
- 10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
- 11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
- 12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the

wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

- 13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:
 - a. The California Code of Regulations
 - b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
 - c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
 - d. Displaying all required postings at school site and online
 - e. Following the minimum and maximum age requirements for enrollment
 - f. Providing the minimum number of instructional minutes

NOTE: This Charter contains specific "District Required Language (DRL)", including the above *Affirmations, Declarations, and Assurances* section. The DRL should be highlighted in gray with each Charter element or section. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Introduction

The year 2021 will be the 25th Anniversary of American Indian Model Schools ("AIMS"), the nonprofit corporation that operates American Indian Public Charter. With this celebration, comes a new name. American Indian Public Charter is now known as AIMS College Prep Middle School. ("AIMS MS") A great deal has changed over the past quarter-century, both within Oakland Unified School District ("OUSD" or the "District") and within AIMS.

AIMS MS has gone from a failing school whose doors were nearly shuttered due to an award winning high tiered school. Additional schools using the AIMS Model have also opened, and all are among the highest performing schools in the country (Niche.com).

OUSD, too, has shown significant change. OUSD's leadership has recognized that different students are served in different ways, and it has remained committed to ensuring that parents and families have access to high performing public schools, whether they are traditional public schools or charter public schools. In this way, OUSD has proven its commitment to the families it serves.

Committed to academic excellence, AIMS MS's goal is to provide structure and student achievement to traditionally underserved urban students by:

- Improving the academic achievements of all students
- Closing the achievement gap
- Focusing on student attendance
- Supporting effective educators
- Providing a structured learning environment

AIMS is also eager and excited to continue its contributions to the Oakland Unified School District's admirable mission 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, every day.

AIMS MS is distinguished from other public schools by its high value for academic rigor and social excellence. It has prided itself on a back-to-the-basics approach to education that has yielded exceptional results and garnered support from the surrounding community. The culture of AIMS MS is characterized by its four tenets:

- 1- Family We strive to provide a sense of family at the Charter School for all students through looping, and providing opportunities for alumni to support the Charter School.
- 2- Accountability AIMS MS sets clear expectations and consequences, such as a school-wide detention policy and Saturday school. Progress reports, reviewed and signed by administration, are sent home every 3 weeks, with report cards submitted every 9 weeks.
- 3- High Expectations "C-"" is considered failing at AIMS MS; but services such as tutoring and additional instructional minutes support student performance. Students are

- assigned greater amounts of homework than most schools, required to dress professionally in uniforms, and are expected to be respectful citizens.
- 4- Free-market Capitalism AIMS MS believes that hard work pays off. In a meritocratic society, building competitive skills that contribute value is critical to success. Therefore it is important for students to develop a strong work ethic. AIMS believe that students from all ethnic and socioeconomic backgrounds have the ability to succeed.

Over the past five years, AIMS MS has undergone significant transformation, resulting from structural, academic, and programmatic changes which have enhanced the AIMS Model and have provided greater access and opportunities for AIMS students and families.

Many aspects of the successful AIMS MS program have continued to draw students and families to AIMS MS. AIMS MS continues to pave the way for public charter schools to seek educational reform rather than just to revel in high test scores, as had been done in past years. There have been many significant changes happening at AIMS.

These changes are due in large part to structural efficiency, increases in the number of course offerings. The Charter School's educational program has been updated and changed by incorporating the many resources which are available to challenge and to boost students' learning, as well as to improve teaching and to keep abreast of current educational trends.

Under the previous model, students received instruction in all of their core subjects within self-contained classrooms. Notwithstanding its overwhelming academic success, there were some challenges with this approach. First, teachers were required to bring their instructional materials and supplies to student classrooms on a rotating basis, which was not only cumbersome, but also an unorthodox practice in teaching instruction for middle school students. An inability to occupy their own classroom was among the challenges that teachers faced. Second, under the previous model, AIMS students remained in self-contained classrooms as part of heterogeneous groups throughout their three years at AIMS MS. This too proved challenging to the vast majority of AIMS College Prep Middle School families - many of whom would have preferred to keep their children under the AIMS MS umbrella for its academic prowess, but found the middle school lacking in extracurricular activities and social development opportunities for students. As a result, the rigidity of the model appealed to families that preferred a more academically-focused approach at middle school, while other students decided to attend neighboring middle schools with broader offerings.

During the 2016-2017 academic school year, the Charter School provided teachers with their own classrooms and eliminated its self-contained classroom model, which provided needed support to teachers and allowed AIMS students the opportunity to attend classes like traditional middle schools.

The following year, the Charter School moved to a schedule that allowed for math to be taught in a 30,30,30 model: - 30 minutes direct instruction, 30 minutes of group and independent work, and 30 minutes of blended learning. English Language Arts ("ELA") remained at 90 minutes, but incorporated the study of novels. Visual Art, Digital Art, and Orchestra were added. These

additions allowed for a broader course offering and significantly increased teacher preparation time, improved the quality of academic instruction, and decreased daily student-workload. Additionally, AIMS allocated a significant part of its budget to purchasing 1:1 Chromebooks and updated textbooks to students. Since then, the Charter School has redesigned its classrooms and purchased state-of-the-art classroom desks and furniture to allow for greater adaptive and blended instruction. A list of AIMS MS course offerings can be found in Appendix xvi of this charter renewal submission.

Charter School Intent and Charter Requirements

"It is the intent of the California Legislature, in enacting [the Charter Schools Act of 1992], to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under [the Charter Schools Act of 1992] accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements at all public schools."

Education Code Section 47601

In reviewing petitions for the establishment of charter schools ... the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged.

Education Code Section 47605(c)

(c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings

Charter Renewal Criteria

EVIDENCE OF MEETING CHARTER RENEWAL STANDARDS PURSUANT TO EDUCATION CODE SECTION 47607(c)

Pursuant to the amendments made to Education Code Section 47607, and the addition of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

On July 1, 2020 the Charter School received confirmation from the California Department of Education that the Charter School met the criteria of Education Code Section 47607(C)(2)(B)(ii) and shall be considered a "high performing" charter school for purposes of renewal. (Appendix xxxii)

Education Code Section 47607(c)(2)(B)(ii) states:

- (B) ... if the two consecutive years immediately preceding the renewal decision include the 2019–20 school year, the chartering authority **shall not deny renewal** for a charter school if either of the following apply for two of the three years immediately preceding the renewal decision:
- . . . (ii) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

(Emphasis added.)

Pursuant to Education Code Section 47607(c)(1)(F), a charter school that meets this threshold, as AIMS MS does, shall only be required to update the petition to include a reasonably comprehensive description of any new requirements of charter school law since its last renewal and as necessary to reflect the current program offered by the charter.

Moreover, pursuant to Education Code Section 47607(c), the chartering authority that granted the charter may renew a charter pursuant to this paragraph for a period of between five and seven years. AIMS MS given its Tier, academic performance, and overall success is requesting a period of seven years.

The following table displays AIMS MS's schoolwide and subgroup Dashboard "Distance from Level 3" scores, and for comparison purposes the State's, for the 2017-18 and 2018-19 school years. From highest to lowest the performance levels are: Very High-Blue, High-Green, Medium-Yellow, Low-Orange, and Very Low-Red.

Schoolwide Comparison

Indicator	2018 AIMS MS	2018 State	Comparison	2019 AIMS MS	2019 State	Comparison
CAASPP ELA	17.4	-6	Higher	-2.2	-2.5	Higher
CAASPP Math	55.5	-36.4	Higher	30.4	-33.5	Higher
English Learner Progress	60.0% Levels 3 or 4	65.2 Levels 3 or 4	Lower	55% Making Progress	48.3 Making Progress	Higher
Chronic Absenteeism	2%	9%	Better (lower)	2.4%	10.1%	Better (lower)
Suspension Rate	6%	3.5%	Higher	3.5%	3.4%	Higher

AIMS MS 2019 Dashboard Local Indicators

Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

African American Subgroup

2018 AIMS MS	2018 State	Comparison	2019 AIMS MS	2019 State	Comparison
-0.3	-51.8	Higher	0.9	-47.6	Higher
17.5	-91.5	Higher	-18.6	-87.9	Higher
	MS -0.3	MS State -0.3 -51.8	MS State -0.3 -51.8 Higher	MS State MS -0.3 -51.8 Higher 0.9	MS State MS -0.3 -51.8 Higher 0.9 -47.6

Asian Subgroup

Indicator	2018 AIMS MS	2018 State	Comparison	2019 AIMS MS	2019 State	Comparison
CAASPP ELA	35.1	62.4	Lower	16		
CAASPP Math	92.5	56.7	Higher	71.4	59.8	Higher

English Learner Subgroup

Indicator	2018 AIMS MS	2018 State	Comparison	2019 AIMS MS	2019 State	Comparison
CAASPP ELA	-16	-47.1	Higher	-56.8	-45.1	Lower
CAASPP Math	43.8	-69.9	Higher	-5.1	-68.6	Higher

Socioeconomically Disadvantaged Subgroup

Indicator	2018 AIMS MS	2018 State	Comparison		2019 AIMS MS	2019 State	Comparison
CAASPP ELA	3.5	-34.7	Higher		-14.5	-30.1	Higher
CAASPP Math	46.2	-67.4	Higher	-	17.2	-63.7	Higher

As demonstrated above, AIMS MS's dashboard performance indicators were at or above the State over the last two years. The CDE determined that AIMS MS met the top tier eligibility due to receiving performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average. Thus, the chartering authority shall not deny the renewal.

Based on the "high performing" status and the student outcome data that follows, AIMS MS has demonstrated academic excellence meriting a seven-year renewal term.

AIMS MS Results on Goals From Previous Charter Term

Throughout this charter term, the AIMS MS population grew. Many new students came to the Charter School from the District and were further behind than anticipated. While AIMS-MS did help these students improve their academic performance, AIMS-MS did not meet some of its ambitious MPO goals.

1) By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 60 percent.

Results

2016-2017	2017-2018	2018-2019	2019-2020
51.39	57.34	48.72	n/a

2) By the end of the charter term, for each statistically significant student subgroup, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at (Amount 1) percent or achieve a level of (Amount 2) percent.

Subgroup	Amount 1	Amount 2	2016-17	2017-18	2018-19	2019-20
Asian	5%	79%	60.2%	56.67%	59.30%	n/a
Hispanic or Latino	15%	37%	42.86%	33.33%	16.67%	n/a
African American	10%	47%	36.36%	50%	42.11%	n/a
English Learners	15%	30%	16.67%	12.9%	14.28%	n/a
Low-Income Students	10%	57%	48.62%	52.21%	46.61%	n/a

3) By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 10 percent or achieve a level of 65 percent.

Results

2016-2017	2017-2018	2018-2019	2019-2020	
65.73%	71.53%	71.53%	n/a	

4) By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least (Amount 1) percent or achieve a level of (Amount 2) percent.

Subgroup	Amount 1	Amount 2	2016-17	2017-18	2018-19	2019-20
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Asian	5%	92%	78.21%	83.33%	83.72%	n/a
Hispanic or Latino	10%	44%	42.86%	38.89%	29.41%	n/a
African American	15%	37%	56.26%	60%	45.95%	n/a
English Learners	15%	35%	50.00%	45.16%	46.51%	n/a
Low-Income Students	10%	66%	63.31%	68.75%	64.11%	n/a

5) Each year, 60 percent of students will increase 10 on the INSPECT Summative Assessment by Key Data Systems or achieve proficiency.

Results

2016-2017	2017-2018	2018-2019	2019-2020
65%	43%	47%*	48.78%

^{*}Switched to Scholastic Reading Inventory ("SRI")

6) Each year, for each statistically significant student group, (Amount 1) percent of students will increase (Amount 2) on the (INSPECT Summative Assessment by Key Data Systems) or achieve proficiency.

Subgroup	Amount 1	Amount 2	2016-17	2017-18	2018-19	2019-20
Asian	79%	5%	70%	59%	50.53%	
Hispanic or Latino	37%	15%	n/a	n/a	n/a	
African American	47%	10%	60%	52%	54.76%	
English Learners	30%	15%	n/a	45%	4.34%	
Low-Income Students	57%	10%	69%	44%	42.74%	

⁷⁾ Each year, 50 percent of ELs will improve one overall proficiency level on CELDT.

Results

2016-2017	2017-2018	2018-2019	2019-2020
89.5	n/a	18%	29%

8) Each year, less than 5 percent of students absent more than 10% of the school days (chronic absence).

Results

2016-2017	2017-2018	2018-2019	2019-2020
1.4%	2.0%	2.4%	5.44%

9) Each year, for each statistically significant student group, less than (Amount 1) percent of students absent more than 10% of the school days (chronic absence).

Subgroup	Amount 1	2016-2017	2017-2018	2018-19	2019-20
American Indian or Alaska Native	1%	n/a	n/a	n/a	
Asian	1%	0%	0%	n/a	
Pacific Islander	1%	n/a	n/a	n/a	
Hispanic or Latino	2%	4.3%	5.3%	5.6%	
African American	1%	3.0%	5.6%	2.4%	
White	1%	0%	n/a	10%	
English Learners	2%	0%	0%	2.1%	
Low-Income Students	4%	1.8%	1.6%	2.3%	
Special Education	1%	0%	0%	0%	

10) Each year, at least 85 percent of students and families positively rate school safety.

Results

Students

2016-2017	2017-2018	2018-2019	2019-2020
81.06%	80.85%	89.87%	84.50%

Families

2016-2017	2017-2018	2018-2019	2019-2020
92.94%	94.56%	91.8%	86.31%

11) Each year, at least 80 percent of students and families positively rate academic instruction.

2016-2017	2017-2018	2018-2019	2019-2020
93.10%	75.53%	83%	93.02%

Families

2016-2017	2017-2018	2018-2019	2019-2020
92.94%	85.55%	91%	93.16%

12) Each year, at least 75 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

2016-2017	2017-2018	2018-2019	2019-2020
81.61%	65.96%	73%	80.62%

Families

2016-2017 2017-201	2018-2019	2019-2020
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83.52% 95.55%	82%	80.53%
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Additional Recent Improvements

AIMS engages in regular salary studies to ensure that wages are competitive in the region. AIMS average first-year teachers earn approximately \$58,000.00. Teachers can earn yearly bonuses for attendance and performance, bonuses for returning, earned educational degrees, and bonuses for teaching in hard to fill subjects. All AIMS employees who qualify have the option of receiving fully paid medical, vision, and dental coverage. In addition to this, AIMS provides for death and dismemberment insurance and access to social-emotional counseling. (Appendix xliv)

Transferable Retirement Plan

AIMS provides all teachers a 403(b) through the National Life Group, a nationally recognized reputable finance company. There is no vestment period for this 403(b). All employees pay into Social Security, and AIMS contributes to PERS for eligible non-teaching employees.

Adjustments to Dress Code Policies

Middle-school students need to learn the art of dressing appropriately for the situation they find themselves in. In past years, students could only wear collared shirts and Khaki pants. This choice was impractical for physical education ("PE") classes. AIMS College Prep Middle School students now can wear PE uniforms, which include shorts, PE T-shirts, sweatpants, and sweat-tops. AIMS MS provides these uniform options to students at no cost to them or their families.

Lead Teacher Model

To facilitate communication within each department, and to establish the collaboration needed to provide consistency for students, AIMS MS has lead teachers for each grade level. These lead teachers are responsible for conducting monthly meetings with their grade-level colleagues and providing feedback to the Head of School and Academic Deans regarding decisions made and/or questions or concerns to be addressed. Lead teachers are paid an extra stipend for their additional responsibilities.

Increased Teacher Prep Time

Teachers' prep times have doubled since the 2016-17 school year. Teachers now have at least eight hours of preparation time per week during the current 2020-21 school year. During the 2017-2018 academic school year, AIMS MS provided teachers with their own classrooms and eliminated its self-contained classroom model, whereby the students stayed in their classrooms, with the teachers moving from classroom to classroom for each period of instruction. Eliminating the self-contained classroom model addressed the need to better support teachers and

allowed AIMS students the opportunity to attend classes as in traditional high schools. Teachers now have their own classrooms, with immediate access to their texts and materials, which has increased their prep time to attend to lesson planning and preparing their course materials, instead of having to plan and to pack their materials to travel from room to room. The students now have greater self-responsibility and have a passing time to arrive at their classes on time, as in traditional middle schools.

In 2017-18, AIMS MS switched from a traditional six-class daily schedule to a six class block schedule, which significantly increased teacher prep time, improved the quality of academic instruction, and decreased daily student workload. Additionally, AIMS allocated a significant part of its budget to purchasing 1:1 Chromebooks for students, updating AP textbooks, and providing high quality science lab desks for all of its science classes. Since then, AIMS MS has redesigned its classrooms and purchased state-of-the-art classroom desks and furniture to allow for greater adaptive and blended instruction.

Increased Professional Development Time

1.5 hours a week

Summer Orientation

10 Full professional development days

College Bound Kids

AIMS College Bound Kids Initiative ("CBK") began in 2017. The goal of this initiative is to monitor and support the college-bound culture of AIMS. AIMS College Prep Middle School's students have access to college visits and other activities geared toward exposing students to college's reality as an attainable goal.

Greatly Expanded Robust Visual and Performing Art Department

At AIMS MS, we believe that art is a tool that not only allows for students' self-expression, but that it also enhances learning in other areas. Art allows AIMS MS students to express and receive knowledge on a level deeper than mere words can provide. In 2018 AIMS MS opened its Visual and Performing Arts Department. AIMS College Prep Middle School students participate in band, drama, studio art, and digital art.

Clubs and Organization Expansion and Student Government

AIMS College Prep Middle School has an active Student Government Association ("SGA") that is responsible for leading student activities, executing student initiatives, advocating for student concerns, and providing general support to enhance student life at the Charter School.

SGA is an important component of the middle school experience. Student Body Officers and Class Officers are elected at every grade level at AIMS MS by their peers. Elections are held

during the Fall and Spring Semesters. Votes are tabulated and results announced via email to all students and their families. The offices elected include: SGA President, Executive Vice President, Vice President for Academic Affairs, Vice President for Communications, Vice President for External Affairs, Executive Secretary, and Executive Treasurer. These Officers comprise the Student Government Association of AIMS College Prep High School.

AIMS MS has responded to student interest and has established a number of clubs and organizations to enhance the middle school experience and provide opportunities for involvement and leadership. To be recognized as a chartered club, there must be an active membership of at least five currently enrolled students. Officers must maintain a 3.0 GPA. There must be an on-campus advisor. A club must receive approval from the SGA in order to be recognized, and only recognized clubs or organizations may use campus facilities and maintain student financial accounts through the Student Government Association.

Element 1 - Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." – Ed. Code § 47605(c)(5)(A)(i)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." – Ed. $Code \ 47605(c)(5)(A)(ii)$

"If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements." – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the
 effectiveness of specific actions toward achieving those goals, and a description of the
 changes to the specific actions the charter school will make as a result of the review and
 assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School 'shall consult with teachers,

principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...' (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Student Enrollment and Grade Levels Served

For the term of the Charter, Charter School projects the following grade levels and enrollment:

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	<mark>0#</mark>	0	0	0	<mark>0</mark>
K	0	0	0	0	<mark>0</mark>
1	0	0	0	0	<mark>0</mark>
2	0	0	0	0	<mark>0</mark>
3	0	0	0	0	<mark>0</mark>
4	<mark>0</mark>	0	0	0	<mark>0</mark>
5	<mark>0</mark>	0	0	0	<mark>0</mark>
6	<mark>90</mark>	<mark>90</mark>	<mark>90</mark>	<mark>90</mark>	<mark>90</mark>
7	<mark>80</mark>	<mark>85</mark>	<mark>85</mark>	<mark>85</mark>	<mark>85</mark>
8	<mark>80</mark>	<mark>75</mark>	<mark>75</mark>	<mark>75</mark>	<mark>75</mark>
9	<mark>0</mark>	0	0	0	<mark>0</mark>
10	<mark>0</mark>	0	0	0	<mark>0</mark>
11	0	0	<mark>0</mark>	0	<mark>0</mark>
12	0	0	0	0	<u> </u>
Other	0	0	0	0	0
Total	<mark>250</mark>	<mark>250</mark>	<mark>250</mark>	<mark>250</mark>	<mark>250</mark>

Maximum enrollment of school during the upcoming charter term: 250

Charter School acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

Foundational Beliefs

The purpose of this section is to familiarize the District with the foundational beliefs of AIMS. Employees will be required to memorize these foundational beliefs

AIMS Tenets

1) Family; 2) Accountability; 3) High Expectations; and 4) Free Market Capitalism

AIMS Framework

High Expectations + High Support = Students' Success

AIMS Slogan

Who's Strong? AIMStrong!"

Mission Statement

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

AIMS Credo

The Family: We are a family at AIMS K-12.

The Goal: We are always working for academic and social excellence.

The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will always be a part of the AIMS K-12 family.

AIMS Values

At AIMS we value:

Excellence - Commitment to excellence in all that we do

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable

Empathy - Recognition of dignity and worth of every human being

Family and Community - Building of family and community

Equity - Social awareness and justice that leads to action

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

AIMSTRONG

Coined in 2016 by Maurice Williams, founder of the AIMS Athletics Department, as part of a rallying cry for its sports programs, AIMSTRONG has developed into the official moniker of AIMS. When taken in its totality, AIMSTRONG best conveys the model AIMS student:

Academics: Academics is the first word in AIMSTRONG and is the cornerstone to future success. Academics means developing and growing our scholarship, our grades, our inquiry, and our brains.

Integrity: Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.

Mentorship: Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.

Strength: The influence or power possessed by you to combat the rigors of academics and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.

Teamwork: The combined action of each group member doing their part selflessly to benefit the whole. Teamwork is being part of a group which has an agreed goal.

Responsibility: Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.

Organization: Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.

Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

Grit: To keep going to accomplish our plans, even when there are strong obstacles. Grit is best personified in our ability to be knocked down and to get back up again.

AIMS Model

Pedagogy and Practices: In order for AIMS to meet its mission of successful acceptance to a four-year college or university, AIMS has a designed K-12 instructional model with the goal of mastery of the spiral progression of learning standards.

Diversity and Inclusion: AIMS believes that each child has a unique talent and purpose. AIMS sees and celebrates differences, and does not tolerate bullying or prejudices.

- Every student has opportunities to learn individually and in groups.
- Teachers are expected to regularly examine their own biases with respect to student behavior and aptitude.
- AIMS functions as a school designed to serve traditionally underserved communities. The programming design of AIMS will prioritize the needs of these communities.
- Teachers are expected to support students in accessing the general education classroom whenever possible.
- Parent communications will happen with the support of translators whenever possible.

- Students are encouraged to share their cultural traditions at school functions.
- AIMS staff is committed to supporting students in practicing dialogue and critical thinking when both inspirations and conflicts arise.
- At AIMS, we accept and respect each other regardless of race, religion, or sexual orientation.
- Learning Environment: The AIMS Model classroom is one that is orderly and clean. We believe that an orderly classroom increases time on task for instruction. Students are expected to help in the upkeep of their classrooms and school environment, and teachers may assign students classroom jobs to help promote classroom culture and efficiency.

Educational Philosophy

Summary

The middle grades are formative years when students are seeking answers to fundamental questions about life and identity. They are deciding on values and standards that will determine their successes in the future. This is a time for them to explore. AIMS MS will provide students an opportunity to do so in a structured learning environment. AIMS MS will instill the values of mutual respect and hard work.

AIMS MS will provide a rigorous, standards-based curriculum with a focus on English Language Arts, mathematics, science, social studies, foreign language, performing arts, and college planning. This model has proven to be successful at AIMS MS throughout the term of its previous charter.

Small class size alone cannot guarantee academic achievement; though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers can better meet the needs of those students. At AIMS MS small, classes have resulted in higher attendance rates, lower dropout rates, and increased academic performance for minority students of socioeconomically disadvantaged backgrounds.

Additionally, an extended-school year calendar will provide increased opportunities for targeted intervention to assist low-performing students.

Students to Be Served

AIMS MS seeks to serve a heterogeneous group of 250 students in grades 6-8. The Charter School will strive to serve a diverse student population.

AIMS MS students will be respectful, have strong academic skills, and be dependable citizens who are prepared to contribute meaningfully to society. The students' backgrounds should represent the heterogeneity found in the population of Oakland because it draws its students from all over Oakland.

AIMS MS's goal is to provide minority and socioeconomically disadvantaged students with strong academic skills in English Language Arts, mathematics, science, social studies, foreign language, art, physical education.

What It Means to be an Educated Person in the 21st Century

The demands of the 21st century require that students be highly literate. As we move deeper into an information age, it is imperative that AIMS MS students learn how to understand and critically analyze the information they encounter. One of AIMS MS's chief goals is to furnish students with strong academic skills by providing 90 minutes of English Language Arts instruction each day. Through a rigorous study of English Language Arts, students will acquire the ability to comprehend difficult text and to transmit their ideas and insights with clarity and logic. The ability to understand and analyze the written word is central to all academic subjects. By focusing on English Language Arts, AIMS MS students will be better equipped to understand the material covered in classes such as history. In order to be a competent member of society and to succeed in post-secondary education, students must be competent readers.

To prepare students to meet the demands of the 21st century, students need a rigorous curriculum in mathematics. AIMS MS students will be required to take 90 minutes of math each day beginning sixth grade with general math and finishing eighth grade with Algebra 1. Math is the core language needed to pursue scientific and technical endeavors. Math and science are complementary subjects; the understanding of one is predicated on the understanding of the other.

To prepare students to be educated people in the 21st century, AIMS MS will instill in them the values of hard work, a strong work ethic and self-discipline. AIMS MS will be highly structured with a disciplinary system based on intrinsic high expectations supported by extrinsic reinforcements that are restorative in nature. AIMS MS students will learn to be responsible for their course work and their actions, learning to take pride in their efforts and consequent academic successes. AIMS MS will have high expectations for its students, pushing them to achieve to the best of their ability and to be motivated, lifelong learners.

Community Interest

The majority of the students of AIMS MS and AIMS HS are from the 94607 and 94606 zip codes. These zip codes represent the Chinatown and West Oakland areas. These geographical areas are populated in large numbers by African- and Asian-American communities. The majority languages spoken in these communities are English, Mandarin, Cantonese, Vietnamese, Amharic, Tigrinia, and Arabic.

AIMS is very diverse and employs staff from these major language groups. We do not discriminate based on any identifiable characteristics regarding employment or admission. AIMS purposely build community connection with agencies and organizations from the various represented language groups. We provide language and family support to meet the multiple needs of our diverse community members.

How Learning Best Occurs

In the past, AIMS has primarily used direct-instruction as a teaching method. However, given the requirements of the Common Core State Standards, and 21st century learning, a teacher-centered environment is not enough to ensure that students are creative critical thinkers and producers. While AIMS MS will not eliminate all of the practices that are associated with Teacher-Centered Instruction, it will also be including practices from Marzano's Nine, Teach Like a Champion techniques and culturally relevant teaching strategies. These strategies and practices have been shown to be successful with students who are traditionally underperforming.

Socioeconomically disadvantaged students are more likely to succeed in school and life if they have a strong academic foundation. The key to a successful middle school is strong administrative leadership, excellent teachers, and a structured learning environment that focuses on positive culture and rigorous academics. Families and community members will be continuously encouraged to participate in students' education throughout the year. It is through a system of productive working relationships that boundaries and expectations are established. Individuals are encouraged through peer relationships and customs to work together as a family. We will continue to incorporate the concept of working as a family into the AIMS MS curriculum by offering teachers training in social-emotional learning.

AIMS MS aims to build motivated students who are prepared to enter high school and college. The curriculum will be rigorous with instruction designed for active engagement in the academic learning process. Small class sizes and a structured learning environment with emphasis on English Language Arts, writing, math, science, and social science will be featured to ensure students build a strong academic foundation. This classroom structure incorporates a social- skills program that will create a forum for reinforcing respect among students and AIMS MS staff.

Students at AIMS MS will build productive relationships with motivated teachers who will provide them with a better chance for higher academic achievement. As a small school, AIMS MS will be able to facilitate these interactions. AIMS MS students will be engaged in learning with the guidance and instruction of skilled teachers.

Program Design

AIMS MS's educational program is founded on the belief that high expectations lead to high-achieving students. AIMS MS courses will prepare students to exceed the California content standards which include: the Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("ELA") and the Common Core State Standards in Mathematics; the Next Generation Science Standards; the English Language Development Standards ("ELD"); the History-Social Science Framework; and all remaining State Content Standards (collectively, "State Standards") for the relevant subject at each grade level. AIMS MS believes its academic success will be based, in part, on the emphasis placed on English Language Arts and math.

AIMS MS will be a site-based school for 250 students in 6th- 8th grade. The student to teacher ratio will range from 18:1 to 25:1 with the maximum ratio being 31:1. This will allow students and teachers to develop a productive working relationship in a small-school setting. Students are

expected to attend school daily and follow a prescribed schedule Additional support and learning opportunities will happen before 8:30 am, between 3:30 and 4:30, and on weekends, as necessary to ensure the success of all students. AIMS MS will partner with afterschool agencies such as Bay Area Community Resources ("BACR") to provide an enrichment program between 4:30 and 6:00 pm. Students who test below grade level on SBAC, or whose grades or classroom performance display a lack of success in academic subjects (English Language Arts, mathematics, science or social studies) will attend tutoring during designated times during the school day, as well as on weekends and during the summer. Blended learning opportunities will be provided for additional satellite support.

The environment will be small and personalized. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. AIMS MS will provide these opportunities to its students and faculty through its small size. In addition, AIMS MS will facilitate productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term.

In addition, whenever possible, teachers will loop with their students in a rotation that includes sixth, seventh, and eighth grade.

The faculty will consist of qualified teachers who are well supported and trained in the AIMS Model. All teachers will hold the required teaching certifications.

Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, AIMS MS will ensure collaborative planning time for teachers to share best practices with their colleagues, cultivate mentoring relationships with new teachers, analyze student data among all students within the grade level they teach, and plan the curriculum.

Pedagogy (Teaching Methods)

AIMS MS's ultimate goal is to equip students for the rigors of high school and college while preparing them for a lecture-based environment. This process calls for students to be independent critical thinkers who can engage meaningfully with academic discourse. AIMS MS teachers use student centered pedagogy that builds off of direct instruction as a critical component of a full lesson cycle.

Differentiated Instruction: Teachers will adapt learning experiences to match a student's zone of proximal development as described by psychologist Lev Vygotsky. Teachers will lengthen or shorten instruction based on data results to ensure that students progress towards mastery of the stated learning objectives. Students who are not achieving academically will participate in small-group tutoring with their classroom teacher, a resource teacher, or a student tutor.

Inquiry-based instruction: Essential questions will direct the curriculum content with primary sources (e.g. art, music, documents, media), current events, and cultural context while also

allowing classroom teachers to teach and assess visual arts standards, which are integrated into all projects. Most importantly, inquiry-based instruction allows students to develop the strong communication, leadership, and teamwork skills necessary to succeed in a multicultural global economy.

Pre-AP Vertical Teaming: Students will learn the analytical and critical thinking skills necessary to be successful on the Advanced Placement exams they will take as high school students. As opposed to teaching specific facts and dates, during weekly vertical teaming exercises, teachers will assess and critique the quality of student thinking and writing through critical thinking assignments.

Curriculum

The curriculum at AIMS MS will offer a foundation of academic content knowledge in six primary content areas, and poise students to enter a high-achieving, college preparatory high school. These subjects include the four core content areas of English Language Arts, mathematics, science, and social studies; world languages; and the arts. The focus of the curriculum will be rigor, requiring the hard work of students to ensure their success.

The students who enroll at AIMS MS will be provided a structured learning environment to enhance their academic skills. The Charter School will provide a structured curriculum aligned with State Standards. Students with special learning needs will be mainstreamed into the classrooms to the greatest degree possible, while also receiving individual attention to ensure the level of support required to help them succeed.

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

To begin preparing students for the rigors of the advanced placement classes they will take in high school, AIMS MS has developed a pre-AP/vertical teaming curriculum to help students acquire the critical thinking, problem solving, and reasoning skills that they will need to succeed in advanced placement courses. This curriculum is interdisciplinary in nature, drawing from the State Standards. It may also contain material from current events and politics, and students are expected to draw from their own experiences. The focus is on improving student thinking and writing skills.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the attached Local Control and Funding Plan ("LCAP") [Appendix xv] for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Local Control and Accountability Plan

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School reserves the right to establish additional and/or amend school-specific goals, outcomes and corresponding assessments throughout the duration of the charter.

The current LCAP is on file with the District and is also available in Appendix xv.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

ELA

AIMS Middle School students' ELA curriculum is based on the ELA Common Core State Standards through the study of novels. Students read 4 classic novels during each grade level. With each reading, all students will complete a typed 5-page essay from the four different types of essay writing as appropriate for the readings, these are expository, narrative, comparative and persuasive. In addition, the supplemental curriculum "Standards Plus" is used for mastering grammar and language mechanics.

Mathematics

AIMS MS offers extended instructional time in mathematics, 90 minutes each day of school, to all students. AIMS MS uses the GO Math curriculum from HMH, Math for 6th grade, accelerated Math for 7th grade, and Algebra 1 for 8th grade. AIMS math curriculum is also supplemented by ALEKS based on the Common Core State Standards for Mathematics. ALEKS is an online, personalized platform for learning math that allows for intervention, supplemental, and enrichment learning opportunities.

Science

AIMS MS uses discipline specific science curriculum from McGraw-Hill, Inspire Science. Earth and Space Science in 6th grade, Life Science in 7th grade, and Physical Science in 8th grade. Inspire Science is a hands-on curriculum. The inquiry-based instruction helps students focus on studying concepts related to science. The purpose of the science program is to prepare students for high school science curriculum by using strategies aligned with the Common Core State Standards and the Next Generation Science Standards.

History

AIM MS uses State Standards-aligned TCI History Alive! curriculum. Ancient Civilization in 6th grade, Modern World in 7th grade and U.S. History in 8th grade. A variety of inquiry based instructional strategies are used along with hands-on projects in class as part of students' learning.

World Languages

AIMS MS World Language classes are equivalent to high-school-level courses. Students cultivate their understanding of language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as students explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology,

Intro to Music:

Intro to Music for 6th graders is a course designed for young students to become accustomed to the basic foundations of instrumental ensemble playing. This course also gives the 6th grader an added element of rhythmic movement, note recognition and beat patterns which they will use when advancing into more challenging music classes in the 7th and 8th grade. Instruments learned in this class vary from stringed instruments to band, wind and percussion instruments.

Intro to Band:

Band, for 7th graders, is a course designed for the student learning a brass, woodwind, or percussion instrument. This course is dependent on the student's ensemble capabilities and their desire to play music in their 7th grade year. Students in this course will be required to play at performances that showcase their talents throughout the year. Instruments include strings and band instruments.

Intro to Violin:

Violin, for 8th graders, is a course designed to advance basic skills. These students have demonstrated an ability to play an instrument within an ensemble and a desire to improve their skills. This course will introduce young musicians to more challenging rhythms, articulations, music concepts and theory. Students in this course will be required to play at performances that showcase their talents throughout the year. Instrument for this course is the violin.

Introduction to Art

Introduction to Art, for 6th graders, is founded on the elements of art and principles of design. This class begins with penmanship practice to develop their penmanship skills, to open and engage the right side of the brain (the creative side), and to strengthen the fine motor skills. With this initial practice, students then have greater facility at working with their dry and wet media in creating original works of art. Sixth grade students will create their own color wheel, learning how to blend primary colors to make secondary and tertiary colors, as well as working with tone, shade and tint to create a monochromatic color scheme. Students will create their own Optical Art designs individually, then they will share their work with each other and work collaboratively in creating a group Optical Art design.

Art

Seventh grade students will develop their own designs and then create an original work of art that incorporates these designs into the shape of an animal's body. Students will learn pencil techniques of hatching, cross hatching, contour and cross contour lines to apply to still life drawings. Art students will collaborate with the Musical Theater and Performing Arts clubs to create a set design for the winter and spring performances. AIMS MS follows the California Visual Arts Standards.

Graphic Design:

Graphic Design is a class for 8th graders to learn basic design principles and software. In this course, students will learn color theory, composition, typography and how to best communicate their ideas visually. In addition, they will learn to effectively use Illustrator, PhotoShop, InDesign and Premiere in our state-of-the-art computer lab featuring iMac computers. They will work alone and in teams to create original digital art pieces. In addition to regular skill builders, students will each create a personal logo, a poster and two video projects. They will learn how to critically look at examples of design and constructively comment on their classmates' work. AIMS MS follows the California Media Arts Standards.

Additional Elements of the AIMS College Prep Middle School Educational Program

MS exemplifies the values of high expectations and high support to achieve success, especially in performance on academic achievement tests.

High Levels of Academic Support

Progress reports are given to students every three weeks. These reports provide a strong overall picture for families and students. Occasionally the rigorous curriculum presents challenges that reveal a weakness in one area of a student's knowledge or experience with a topic. In order to remedy this, in addition to the normal opportunities to speak with the classroom teacher, Saturday School and after-school tutoring is required for any student who receives a C- or below on a progress report. This dynamic process of regular presentations of progress, as well as explicit supports make the challenge of maintaining a grade of 75% or more while moving forward at a high rate much more sustainable.

Assessment Skills

In addition to using formative assessments to determine strengths and weaknesses in student mastery, testing is designed to mirror high-stakes testing to improve student skills in that specific environment. Quarterly benchmarks are practice exams for the state testing at the end of the year. Interim and practice state tests are part of the regular yearly assessments. Over the years, additional tests for Math prowess, Spelling Bee participation, timed essays, and other exams have been offered to regularize testing, rather than separating it to only one aspect, or one subject of classes.

Dynamic Course Offerings

Revisions to the list of courses offered by the Charter School will be made based on a continual improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of the Charter School. Changes in specific course offerings shall not require a material revision of the charter,

Materials

The materials used by AIMS MS's teachers will be selected in accordance with the guidelines and recommendations provided by the California Department of Education and the National Council for Teachers of the six primary subject areas and the final decision of the Board based on the final input of the Curriculum Committee.

The materials AIMS MS will use are necessary to support its rigorous academic program and include, but shall not be limited to:

- Textbooks and e-books
- Computers and Projection Devices
- Software Programs
- Laboratory Science Equipment and Materials
- Test Preparation Guides
- The Internet
- A Reading Library
- Manipulatives
- Maps and Atlases
- Interactive Technology
- Dictionaries and Thesauruses
- Musical instruments
- California Physical Fitness Test Equipment
- Interactive Boards

Field Trips

In addition to classroom education, field trips related to their education are provided to strengthen student learning. During virtual learning students attend virtual field trips

Students must wear school uniforms during field trips for safety and identification purposes. Failure to follow this direction will result in the students being required to remain on campus during the field trip.

Adaptive Learning Technology and Distance Learning

In addition to the traditional classroom experience, AIMS College Prep Middle School has established a number of adaptive technologies that will enhance the students' experience.

Schoology and Zoom are online platforms that allow for direct student instruction in an online environment and are being used effectively by AIMS teachers and students.

Additional resources provided to address specific needs or to accelerate student performance are as follows:

- Learning Ally This program provides an extensive library of high quality, human-read audiobooks, student-centric features and a suite of teacher resources, to provide equitable access to literature for all students. AIMS MS teachers have received training in Learning Ally and are using it with their students to enhance comprehension of the literature.
- Quill Writing AIMS MS teachers have been trained in the use of this program, which systematically addresses all writing skills. It is utilized by ELA teachers to reinforce and enhance the teaching of each of the components of writing, in order to improve students' writing skills.
- The Scholastic Reading Inventory AIMS MS uses this reading comprehension test in order to assess students' reading skills. It is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This psychometrically valid assessment instrument is used as a diagnostic tool that will generate a Lexile measure, which will allow teachers to place students at the best level in the program so they can read with success.
- **Rosetta Stone** is used in foreign language classes, as well as ELD. It is used with the intent of assisting students with speaking through the use of purposeful repetition and listening practice. There is an embedded speech recognition engine which provides immediate feedback on students' pronunciation.
- ALEKS is an adaptive, online math program that uses artificial intelligence and openresponse questioning to identify precisely what each student knows and doesn't know. Students currently taking any math course are on the ALEKS program to reinforce and to present content so that students can continue to reinforce the basics of their course content. Class time in each of those courses incorporates ALEKS into their instruction.
- **Go Guardian** has been implemented this year at AIMS MS. This software has been uploaded to every AIMS Chromebook for students' use in their classes. Go Guardian filters and monitors any device with an operating system, so that students' work and progress can be monitored by their instructor. This aids classroom management by helping to eliminate distractions and to ensure that students are on task with their learning.
- Turnitin AIMS MS staff have been trained in Turnitin, a platform used to prevent plagiarism through the use of multiple means of checking students' writing. AIMS students are trained in understanding the value of academic integrity and the need for proper attribution and authentic writing. In addition to this, the learning platform also saves teachers' time and improves students' writing across the curriculum with their easy-to-use feedback and grading features.

• Illuminate - This program is available to AIMS MS as a comprehensive system consisting of a complete set of assessment tools to evaluate each student's academic and social-emotional behavioral learning and needs, both of standards and skills, and is adaptable to an onsite, remote or hybrid classroom.

Increased Community Partnership

Throughout the charter, AIMS MS has further cultivated and improved relationships with community organizations including:

- All Tied Up
- Oakland NAACP
- Laney College
- Oakland Roots
- Families Engaged In Action
- California Charter Schools Association
- American Red Cross
- Techbridge Engineering Club
- Kaiser Permanente
- Vision to Learn
- Oakland Enrolls
- National Alliance for Public Charter Schools
- National Charter Collaborative
- Oakland Chamber of Commerce
- Oakland Athletic League
- Charter School Development Center
- California Interscholastic Federation
- Bay Area Charter School Athletic Conference
- Western Association of Schools and Colleges
- California Association of African American Superintendents and Administrators
- Association of California School Administrators
- Bay Area Urban Debate League
- City of Oakland
- Chinese Consulate
- Chinatown Chamber of Commerce
- African American Male Achievement
- Oakland Parks and Recreation
- Bay Area Community Resources

Manhood and Womanhood Development Program

AIMS MS is partnered with CEO / Founder Armand Carr and his Bay Area non-profit organization All-Tied Up, which will help teach young men and young women the importance of brotherhood and sisterhood, positive affirmation, self-respect, and the uplifting one's community - first through the simple act of learning how to tie a tie for our young men and healthy living for our young women. All Tied Up is a mentoring program that works to promote positive outcomes in

underserved boys of color between the ages of 13-21 who attend schools with a higher percentage of students facing obstacles that might otherwise prevent them from being able to achieve their life goals. Workshop components include social, emotional and mental health, physical health and hygiene, networking skills, financial health, college and entrepreneurship resources.

Athletics

At AIMS College Prep Middle School, the sports program has been established and expanded. The Fall Sports Program includes Boys' Soccer, Girls' Volleyball, and Flag Football. The Winter Sports Program includes Boys' and Girls' Basketball. The Spring Sports Program includes Girls' Soccer, Boys' Volleyball.

Sports banquets will be hosted after each season. The banquets are held to highlight the participating athletes and to hand out awards for achieving students. The banquets will also allow parents and guardians to meet other athletes and coaches.

Academically Low-Achieving Students

Overview

At AIMS College Prep Middle School, academically low-achieving students are defined as those who earn one or more grade of C- or lower per grading period. Students designated as low-achieving may or may not qualify for special education services (as discussed below).

Educational research suggests, and the past success of low-achieving students at AIMS College Prep Middle School confirms, low-achieving students benefit from learning experiences that have clear and high expectations combined with a supportive learning environment. Additionally, low-achieving and at-promise students benefit significantly from placement in a classroom with students at different levels. Low-achieving students are thoroughly integrated into the entire student body and participate fully in all aspects of the curriculum.

AIMS College Prep Middle School's small school atmosphere provides for more personalized attention for low-achieving students, especially when combined with the structured academic curriculum of high expectations and tutorial support. A longer than state-required school year, tutoring, blended learning, summer intervention, and credit recovery program will provide each student with a better school success opportunity.

Each AIMS College Prep Middle School student will be enrolled in a rigorous curriculum and provided the necessary support to learn. AIMS College Prep Middle School students who enroll below grade level in either English Language Arts or mathematics will be immediately identified by the Student Success Team ("SST") as low-achieving, and a personalized learning plan will be created to determine what additional support is required to ensure the student's success by enhancing their skills in academic subjects.

The following list provides examples of the methods by which AIMS College Prep Middle School will serve its low-achieving students. These services are available to all AIMS College Prep Middle School students.

Tutoring: Classroom teachers provide tutoring for low-achieving students. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide additional individualized instruction, and offer alternative assessments.

Independent Learning: On days when students are not participating in tutoring or receiving small-group resource instruction, students may remain after school to complete their homework with the support of student study groups and an adult supervisor. Independent learning may be provided when students can not medically or legally be on campus or as otherwise approved by the Head of School.

Faculty Discussions/Family Conferences/Written Progress Reports: During regularly scheduled, collaborative meetings, for all grade levels, teachers meet and discuss low-achieving students. The discussions focus on tracking progress, identifying areas of need, and practical strategies for working with the individual students.

All teachers meet with at-promise students and their parents when necessary throughout the semester. The result of such meetings is a plan on how to support the individual student. Student, parent-, and teacher-goal-setting conference days will be held each year.

All students receive a progress report that outlines the student's performance in all classes. These progress reports are sent to parents every three weeks and ensure regular communication with families who may not be able to meet with teachers during regular school hours.

Summer School: Students attend mandatory summer programs. This allows low-achieving students to begin developing a strong academic foundation. All newly enrolled students attend a two-week summer orientation program, which constitutes the beginning of the school year. AIMS covers all program costs for required programs.

Academically High-Achieving Students

At AIMS College Prep Middle School, academically high-achieving students perform at an advanced level on state and college entry exams and/or consistently earn a cumulative GPA of 3.5 or higher.

The curriculum at AIMS College Prep Middle School is designed to challenge all students, including high-achieving students. AIMS College Prep Middle School teachers will receive specific training in recognizing gifted and talented students, understanding what differentiated instruction is, and applying differentiation in the classroom through professional development.

Social Emotional Counseling

The Pre-teen and teen years are a difficult time for young people. This stage of life is when students are discovering their identity and their place in this world. As a support to our students' mental and emotional growth, AIMS employs a full time licensed counselor. Our social and emotional counselor holds affinity-based counseling groups as well as one on one counseling.

ELD Department

A large percentage of AIMS College Prep Middle School students are designated English Learners. AIMS has an ELD department that provides newcomer classes, push-in and pull-out support, and classes for parents who are second language learners.

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

AIMS College Prep Middle School will administer the home language survey upon a student's initial enrollment into AIMS College Prep Middle School (on enrollment forms).

ELPAC Testing

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

• Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

• Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA

results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

AIMS College Prep Middle School will notify all parents of its responsibility for ELPAC testing and ELPAC results within thirty days of receiving the publisher's results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the English Language Proficiency Assessments for California
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion

and consultation during the reclassification process.

• Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

English learners will be expected to meet school and State Standards in all of the Charter School's academic and non-academic areas. AIMS College Prep Middle School believes that holding EL students to such high expectations will ensure that every student at the Charter School is challenged to reach their highest potential.

To make sure that all English learners can meet these expectations, all teachers at AIMS College Prep Middle School utilize pedagogical strategies that "shelter" and "scaffold" both content and skills in each discipline. These strategies may include the front-loading of language for content, and language development focused on academic vocabulary and the use of inquiry-based learning, heterogeneous cooperative grouping, culturally relevant pedagogy, and contrastive analysis. English learners will receive designated and integrated ELD instruction. The goal is high-quality instructional programs and services for English learners that will allow them to achieve the same challenging academic and graduation standards as English-speaking students. Listening, speaking, reading, and writing skills will be assessed daily. AIMS College Prep Middle School's English learners will be prepared with English Language Arts and mathematics skills to meet the State Standards.

Special Education

Until such time as AIMS MS seeks membership in a Special Education Local Plan Area ("SELPA") SELPA as an LEA, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and shall work jointly with the District to ensure full compliance with the IDEA.

AIMS MS does not discriminate in admission or enrollment based on any student's identified difference or disability. AIMS pays approximately \$1,500,000 in Special Education encroachment costs to the District annually. A Memorandum of Understanding ("MOU") with OUSD allows AIMS College Prep Middle School to subtract the total costs of one Special Education teacher from the encroachment paid to OUSD. In addition to the encroachment paid to OUSD, AIMS MS pays for all classroom, office, and assessment space, professional development, curriculum, material and supplies, and transportation fees incurred by AIMS' special education staff. AIMS students with Individualized Education Programs ("IEPs") receive both push-in and pull-out services, as well as executive functioning and study skills classes as required by the student's IEP. The AIMS MS Special Education teacher also provides professional development to our general education teachers.

The following provisions govern the application of special education to Charter School students: It is understood that all children will have access to the Charter School, and no student shall be denied admission due to disability.

The Charter School shall comply with the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA" or "IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities ("ADA").

The Charter School shall be solely responsible for compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities The Charter School agrees to implement a Student Study Team Process, a general education program that shall monitor and guide referrals for Section 504 and special education assessment.

In future years, and according to notice provided to the Office of Charter Schools, AIMS College Prep Middle School retains its rights to notify OUSD within the prescribed timeline of its wishes to be deemed its own LEA and a member of a SELPA for the provision of special education and related services pursuant to Education Code Section 47641(a). AIMS College Prep Middle School shall seek the District's support in the provision of data or information in AIMS College Prep Middle School's pursuit of membership in a SELPA as an LEA.

Section 504 of the Rehabilitation Act

AIMS College Prep Middle School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of AIMS College Prep Middle School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

The Head of School will assemble a 504 team which shall include the parent/guardian, the student(where appropriate"), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for deciding whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

• Tests and other evaluation materials have been validated for the specific purpose for which they are used and administered by trained personnel.

- Test and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, annual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than to reflect the student's impaired sensory, manual or speaking skills.

The 504 team makes the final determination in writing of whether the student will or will not be identified as a person with a disability and notice is given in writing to the student's parent or guardian in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains the 504 team will make information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the student's evaluation, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, need modifications to the plan, and continued eligibility.

Services for Students under the IDEA

AIMS College Prep Middle School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the District SELPA. AIMS College Prep Middle School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), per Education Code Section 47646 and 20 U.S.C. 1413, AIMS College Prep Middle School seeks services from the

District for special education students enrolled in AIMS College Prep Middle School in the same manner as is provided to students in other District schools. AIMS College Prep Middle School will follow the District and SELPA policies and procedures and shall utilize SELPA forms, provided by the District, to identify and serve students who may qualify for special education programs and services and respond to record requests and maintain the confidentiality of pupil records. AIMS College Prep Middle School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. AIMS College Prep Middle School will participate in an annual meeting, as arranged by the District, between AIMS College Prep Middle School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that AIMS College Prep Middle School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), the Charter School would anticipate that the MOU between the District and the Charter School, which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School, would be renewed.

The District shall be designated the Local Educational Agency ("LEA") serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies.

AIMS College Prep Middle School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. AIMS College Prep Middle School agrees to promptly respond to all District inquiries, comply with reasonable District directives, and allow the District access to Charter School students, staff, facilities, equipment, and records to fulfill all District obligations under this charter, any MOU between the Charter School and the District, or imposed by law. AIMS College Prep Middle School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, IEP development, modification, and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

IDEA Staffing

All special education services at AIMS College Prep Middle School will be delivered by individuals or agencies qualified to provide special education services required by the California Education Code and the IDEA. Charter School staff shall participate in all mandatory District inservice training relating to special education.

It is AIMS MS's understanding that OUSD will continue the MOU currently in place, with adjustments based on Special Education population size. This allows AIMS MS to be responsible

for the hiring, training and employing site staff necessary to provide special education services to its students, including, without limitation, special education teachers and paraprofessionals. OUSD will be responsible for hiring, training, and employing translators and resource specialists unless the District directs AIMS College Prep Middle School that current District practice is for the individual school sites to hire site special education staff or the District and AIMS College Prep Middle School agree that AIMS College Prep Middle School must hire on-site special education staff, in this case, an additional MOU will be drafted. In that instance, AIMS College Prep Middle School shall ensure that all special education staff hired by AIMS College Prep Middle School are qualified pursuant to District and SELPA policies and meet all legal requirements. The District may review the qualifications of all special education staff hired by AIMS College Prep Middle School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapies, behavioral therapists, and psychologists.

IDEA Notification and Coordination

AIMS Middle School shall notify the District of all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

AIMS Middle School shall assist in coordinating any communications and immediately act according to District and SELPA policies relating to disciplining special education students.

IDEA Identification and Referral

AIMS College Prep Middle School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. AIMS College Prep Middle School will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred by AIMS College Prep Middle School for special education only after the general education program resources have been considered, and where appropriate, utilized.

It is AIMS College Prep Middle School's understanding that the District shall provide AIMS College Prep Middle School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that AIMS College Prep Middle School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to AIMS College Prep Middle School from a District school.

The District shall have access to Charter School's student records and information in order to serve all of the Charter School's students' special needs.

IDEA Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students following the District's general practice, procedure and applicable law. AIMS College Prep Middle School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. AIMS College Prep Middle School shall not conduct special education assessments unless directed by the District.

IDEA IEP meetings

Following the District and the District school sites' role, the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. AIMS College Prep Middle School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Head of School and/or AIMS College Prep Middle School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher (if Charter School employee as opposed to District employee); the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at AIMS College Prep Middle School and/or about the student. It is AIMS College Prep Middle School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IDEA IEP Development

AIMS College Prep Middle School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the IEP team's decision, pursuant to the District's IEP process. Programs, services, and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal Law.

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IDEA IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. AIMS College Prep Middle School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As

part of this responsibility, AIMS College Prep Middle School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

IDEA Interim and Initial Placements of New Charter School Students

AIMS College Prep Middle School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students with a current IEP who enroll in AIMS College Prep Middle School from another school district within the State but outside of the SELPA, the District and AIMS College Prep Middle School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

IDEA Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. AIMS College Prep Middle School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the District's prior written approval, except those also made available to other AIMS College Prep Middle School students.

AIMS College Prep Middle School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or request for reimbursement.

IDEA Non-Discrimination

It is understood and agreed that all children will have access to AIMS College Prep Middle School and no student shall be denied admission nor counseled out of AIMS College Prep Middle School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

IDEIA Parent/Guardian Concerns and Complaints

AIMS College Prep Middle School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. AIMS College Prep Middle School shall instruct parents/guardians to raise concerns regarding special education services, related services, and the District's right unless otherwise directed by the District. AIMS College Prep Middle School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with AIMS College Prep Middle School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. AIMS College Prep Middle School shall allow the District appropriate access to conduct such an investigation.

AIMS College Prep Middle School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and AIMS College Prep Middle School shall comply with the District's decision.

AIMS College Prep Middle School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, the Office for Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

IDEA Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. AIMS College Prep Middle School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the

District and AIMS College Prep Middle School shall work together to defend the case. In the event that the District determines that legal representation is needed, AIMS College Prep Middle School agrees that it shall be jointly represented by legal counsel of the District's choosing, except in the event of an actual or potential conflict-of-interest, in which case legal counsel of AIMS College Prep Middle School's choosing may separately represent AIMS College Prep Middle School.

As the District will bear all costs, AIMS College Prep Middle School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

IDEA SELPA Representation

AIMS College Prep Middle School understands that the District shall represent AIMS College Prep Middle School at all SELPA meetings and report to AIMS College Prep Middle School of SELPA activities in the same manner as is reported to all schools within the District.

IDEA Funding

AIMS College Prep Middle School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and AIMS College Prep Middle School. AIMS College Prep Middle School anticipates, without binding the District to these terms, that, based upon State and Federal law, the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at AIMS College Prep Middle School's school site in order to provide them a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from AIMS College Prep Middle School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at AIMS College Prep Middle School site.

Contribution to Encroachment

AIMS College Prep Middle School shall contribute its fair share to offset special education's encroachment upon the District's general fund minus costs AIMS Middle School incurs pursuant to the MOU. Accordingly, AIMS College Prep Middle School shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice AIMS College Prep Middle School for AIMS College Prep Middle School's pro-rata share of the District- wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA minus costs AIMS College Prep Middle School incurs pursuant to the MOU. AIMS College Prep Middle School ADA shall include all Charter School students, regardless of home district.

Services for Students under the IDEA if the School Becomes an LEA and Member of SELPA

As stated above, AIMS College Prep Middle School may apply for SELPA membership. Upon approval as a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education and related services under the Individuals with Disabilities Education Improvement Act ("IDEA") (20 U.S.C. 1400, et seq.) with respect to eligible students. In that case, all obligations of the District recited above with respect to identifying, assessing, and serving special education students will default to AIMS College Prep Middle School. AIMS College Prep Middle School shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, AIMS College Prep Middle School would receive its State and federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related service to eligible pupils. As an LEA, AIMS College Prep Middle School would be solely responsible for all special education costs that exceed State and Federal special education revenue, and would participate in the SELPA governance and SELPA-wide benefits with the Local Plan and SELPA policies and procedures.

Element 2 - Measurable Pupil Outcomes and Element 3 - Method of Measuring Pupil Outcomes

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." – Ed. Code § 47605(c)(5)(B)

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." – Ed. Code \S 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

[If Charter School's LCAP goals do not include increases in student academic achievement by subgroup, insert student academic achievement goals by subgroup in compliance with Education Code section 47605(c)(5)(B).]

- 1. By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 65 percent.
- 1. By the end of the charter term, for each statistically significant student subgroup, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at (Amount 1) percent or achieve a level of (Amount 2) percent.

Subgroup	Amount 1	Amount 2	
Asian	10%	70%	

Hispanic or Latino	10%	40%		
African American	15%	50%		
English Learners	10%	30%		
Low-Income Students	10%	60%		

1. By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 10 percent or achieve a level of 70 percent.

Subgroup	Amount 1	Amount 2
Asian	10%	75%
Hispanic or Latino	10%	50%
African American	15%	50%
English Learners	10%	40%
Low-Income Students	10%	65%

- 1. Each year, 50 percent of students will achieve proficiency on the Reading Assessment by Scholastic Reading Inventory.
- 1. Each year, 30 percent of ELs will improve one overall proficiency level on ELPAC.
- 1. Each year, have less than 5 percent of students absent more than 10% of the school days (chronic absence).
- 1. Each year, for each statistically significant student group, of students absent more than 10% of the school days (chronic absence).

Subgroup	Amount 1
Asian	3%

Hispanic or Latino	5%
African American	5%
White	4%
English Learners	4%
Low-Income Students	5%
Special Education	1%

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Additional Measurable Pupil Outcomes

[If the school is <u>not</u> adopting the District's Collective MPOs, school should include their own MPOs here instead of the Collective MPOs below.]

Collective MPOs

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate. [Fill in target percentages in table below. Additionally, please choose two measurable pupil outcomes and associated measures/targets specific to your school's unique program (e.g. proficiency in another language, citizenship, arts proficiency, etc.).]

Collective MPOs for Elementary Schools					
1. Annually, at least 60% of families complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.					
MPO	Target (%)				
2. Each year, at least 85% percent of families positively rate school safety.	90%				

3.	Each year, at least 80% percent of families positively rate academic instruction.	90%
4.	Each year, at least 75% percent of families positively rate their voice in school decision-making and/or opportunity for feedback.	90%

Collective MPOs for Middle and High Schools						
1. Annually, at least 70% of students complete a school survey that includes questions about school safety, satisfaction with academic instruction, and voice in school decision-making.						
МРО	Target (%)					
2. Each year, at least percent of students positively rate school safety.	75%					
3. Each year, at least percent of students positively rate academic instruction.	75%					
4. Each year, at least percent of students positively rate their voice in school decision-making and/or opportunity for feedback.	75%					

[Insert two measurable pupil outcomes and associated measures/targets specific to your school's unique program (e.g. proficiency in another language, citizenship, arts proficiency, etc.).]

Additional MPO	Target (%)
1. Each year, percent of graduating 8th graders will show one year of world language proficiency equivalent to one year of high school credit.	60%
2. Each year, percent of 8th graders will show proficiency in the fundamentals of visual arts and music.	60%

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

• Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

Annual Goals

AIMS College Prep Middle School's pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code Section 52052; including race/ethnicity, socioeconomic status ("SES"), English Learner status, Special Education designations, foster youth, and homeless youth, in the state priorities that apply for the grade levels served as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals.

Element 4 - Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." – Ed. Code \S 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools ("OCS") within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the

provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

The District reserves the right, but is not obligated, to appoint a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the

same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Petition Advisory Group

Petition Advisory Group Statement

The school community of AIMS College Prep High School reviewed, revised, and updated this charter to ensure it is consistent with current law and current practices at the Charter School. It is our ethos that a strong academic background in English Literature, mathematics, history, and science, coupled with an emphasis on structure and discipline, are the pillars of an effective academic program, which enable students to attain a higher education and become productive members in a capitalist society.

The advisors represent a diverse group of individuals interested in high academic standards for the target student population who will attend AIMS College Prep High School. The Advisory Group is not the AIMS HS Governance Board, although all AIMS HS Governance Board members are part of the Advisory Group.

Petition Advisory Group Members



MAYA WOODS-CADIZ
CEO & SUPERINTENDENT

Maya. Woods-Cadiz@aimsk12.org

Superintendent's experience includes sixteen years of PK-12 leadership and seven years of experience as an elementary school teacher. In addition to her K-12 experience, She taught Curriculum and Instruction at the graduate level for five years. Her educational pedigree consists of leadership certification from Duke University's Fuqua School of Business, and Harvard Business School, a Masters of Education from UC Berkeley, a Superintendent Certificate from the Association of California Schools Administrators, an Administrator Credential, a Multiple Subject Teaching Credential, and a Bachelor of Arts from California State University at Hayward (East Bay). Moreover, She is currently a Doctoral Candidate in the field of Organizational Leadership. Superintendent Woods-Cadiz is a multigenerational Oakland Native who attended both Oakland parochial and public schools.



TONI COOK
PRESIDENT,
CHAIRPERSON,
GOVERNANCE COMMITTEE

toni.cook@aimsk12.org

Director Toni Cook joined the AIMS board in 2015 and currently serves as Board Secretary, and Chairperson of the Governance Committee. Toni is a policy director and administrator who served as senior staff in the public sector; chief of staff to a Los Angeles council member; and a non-profit executive director. In addition, Toni has been a member of the faculty at California State University, Dominguez Hills, Howard and Morgan State Universities, UC Berkeley and Laney Community College. In addition, Toni served as Associate Dean, Howard University, School of Architecture and Urban Planning; and most recently Dean, Special Programs Grants, College of Alameda. From 1990-1998, Toni was elected for two terms, to serve on the OUSD Board of Directors. Toni has been the recipient of many civic awards including Peralta Chancellor's Service Award, 2017, and First African Methodist Episcopal Church, Oakland, Living Legend Award, 2012. Toni holds a Bachelors of Arts (Cum Laude) and a Masters of Arts of Urban Planning, University of California, Los Angeles.



STEVEN LEUNG VICE PRESIDENT

steven.leung@aimsk12.org

Director Steven Leung, is President of Outstanding Investment Company, Incorporated, which has provided outstanding property management and investment services for more than 14 years to buyers and sellers in the greater San Francisco Bay area. Steven previously served as Vice President of Sales for Quality Green Building Supplies. He is a graduate of San Jose State University with a Bachelor's of Science in Business and Finance. Steven joined the American Indian Model Schools (AIMS) board in 2012; and currently serves as Vice President. He brings years of experience in financial management and investment. During Steven's service as President of the AIMS Board of Directors, he devoted countless hours to the restoration of public and parental trust in the AIMS organization's educational mission and goal. As a result, he was awarded a Board Resolution of Commendation for his outstanding service.



CHRISTOPHER EDINGTON TREASURER, CHAIRPERSON, FINANCE COMMITTEE

christopher.edington@aimsk12.org

Director Chris Edington is a "hands-on" solutionsoriented professional with 20 years of functional domain expertise in analytics, project management; as well as a progressive career record that spans a full range of information technology operations and application development for multimillion-dollar projects in government, health care, financial services, and utility industries. In addition, Chris has an extensive background integrating new systems into large-scale informational technology infrastructure using Waterfall and Agile methodologies; and has a proven record of developing, implementing, and integrating cost-saving business solutions and applications across multiple platforms, and environments. Chris is a University of California, Berkeley graduate and a Certified Professional Consultant. In addition, Chris is a Member, Professional and Technical Consultants Association, Project Management Professional, and Project Management Institute. Chris joined the AIMS Board in 2016 and in 2017, President Leung appointed him Chairperson of the Board's Finance Committee.



DANA LANG
dana.lang@aimsk12.org

Director Dana Lang is an experienced business advisor and grants manager. She has secured tens of millions in grant funds for local government agencies and has assisted numerous small businesses to gain contract awards. During her more than 20 years of public service, Dana served as a Policy Analyst for Oakland Mayor Elihu Harris; Federal Grants Liaison, Metropolitan Transportation Commission; Grants Unit Manager, San Francisco Police Department, and Small Business Affairs Officer, San Francisco International Airport. Dana received her Bachelor's of Arts from Wellesley College, Massachusetts; and her Master's Degree in Business Administration from UC Berkeley Haas School of Business. Dana remains connected to her Alma Mater as she is the Treasurer, Wellesley College Class Alumnae Board; and is a volunteer for the Cal Berkeley African American Initiative Scholarship Program. In addition, she is a board member and past president of the Northern California Chapter of the Conference of Minority Transportation Officials (COMTO). Dana joined the AIMS Board, August 2019.



ADRIEN ABUYEN

SECRETARY

adrien.abuyen@aimsk12.org



KATEMA BALLENTINE CHIEF BUSINESS OFFICER

katema.ballentine@aimsk12.org

Director Adrien Abuyen, is a University of California Berkeley graduate, with a Bachelors of Arts in Legal Studies, and Associate Degrees from the College of Alameda. While at UC Berkeley, Adrien was selected as a University of California, RepresentEd Leadership Fellow, receiving premier training in human-centered design and social enterprise building. He also served as the Cal American Civil Liberties Union, Vice President. As a former Student Trustee of the Peralta Community College District Board of Directors, Adrien advocated for equity, access, and inclusion by cultivating collaboration amongst student leaders and top-level administrators. He also served on the Peralta Community College District Citizens' Board and Parcel Tax Oversight Committee. In 2018, Adrien served as a Legislative Intern in Washington, D.C. with Senator Diane Feinstein. During his service with Senator Feinstein, his legislative portfolio focused on matters of education and healthcare. Adrien harnesses his diverse experience and communityfocused approach to build winning solutions, which is complimented by his analytical strengths and organizational skills. Adrien currently serves as a Public Affairs Associate with Gray, Greer, Shelby & Vaughn, LLC where he engages in the conduct of public affairs and strategic research that focuses on Outreach and Strategic Partnerships, Government Relations and Supplier Diversity

In 2018, Katema Ballentine began as the Chief of Business Officer at AIMS, where she leads the Finance Department. A native of Oakland and a graduate of Holy Names College, her passion for educating Oakland's children is reflected in the integrity of the work she performs. Katema's 20+ years' in public education began in San Leandro Unified School District Central Office Operations. In San Leandro, she worked in Payroll, Human Resources, Accounting, Benefits and Risk Management before transitioning to Oakland Unified



PETER HOLMQUIST
HEAD OF SCHOOL
peter.holmquist@aimsk12.org

School District in 2006. In Oakland Unified School District, she began her 13-year career as a Financial Associate to quickly move up the ranks to Fiscal Management, overseeing a \$753M budget, specializing in Special Fund Management, Fiscal Process, and Policy Development and FCMAT alignment. To further align her expertise, Katema attended the Charter Business Officer Training Program in 2019.

Head of Middle School, Peter Holmquist, completed his Bachelor's in History at the University of Washington in Seattle, Masters of Divinity at the Graduate Theological Union in Berkeley, and teacher credentialing through CSU Stanislaus in Stockton. He spent 10 years as a non-profit executive before beginning a full time career as an educator. Holmquist's 10+ years of education work experience ranges from substituting in P.E. and 2nd-4th grades in Texas, teaching High School Religion in Ramallah, to teaching a college class at the University of the Pacific, to teaching Kindergarten, 5th, 6th, 7th, and 8th grades in public schools in California. This is Holmquist's sixth year at AIMS College Prep Charter District.



RIFATT AKRAM rifatt.arkram@aimsk12.org

Rifatt hase a Masters of Education in Curriculum Development and Bachelors of Science in Biology/Genetics. she hold Administrative Services Credentials and Single Subject Teaching Credentials. Currently, she is enrolled at Harvard University in the Certificate of School Management & Leadership program.

Her career as an educator extends over 15 years working in private, public, and public charter school districts. She has taught Science, Math, and AP classes both in middle & high school levels. Before she joined AIMS, she led high schools' science department for 3 years in Solano County and prior to that she worked as Curriculum, Instruction, & Academic Affairs Coordinator for about 4 years in a K-12 public charter school district in Alameda County.



Natalie Glass natalie.glass@aimsk12.org

Natalie Glass, Dean of Students at AIMS College Prep Middle School has been with AIMS for 5 years As a Bay Area native, she received her BA in Psychology from San Francisco State University. Additionally, she received her M.A.Ed. from Alliant International University, San Diego. Throughout her 15 plus years in education, She has taught grades K-12 including teaching at county operated court schools, alternative education, and high school mathematics.

Summary of Necessary Background Critical to Charter School Success

Non-Profit Public Benefit Corporation

Curriculum	Instruction	Assessment	Finance	Facilities	Management	Organization	Governance	Administration

President Toni Cook				X		X	X	X	X
Vice President Steven				X	X	X	X	X	
Leung									
Treasurer Chris Edington				X	X	X	X	X	X
Secretary Adrien Abuyen						X	X	X	
Director Dana Lang				X	X		X	X	
Superintendent Maya Woods-Cadiz	X	X	X	X	X	X	X	X	X
Head of School AIMS MS Peter Holmquist		X	X	X		X	X		X
Head of Academics Riffat Akram	X	X	X						X
Dean of Students Natalie Glass	X	X	X						X
Head of School AIMS HS Maurice Williams	X	X	X	X	X	X	X		X
Head of School AIMS ES Christopher Ahmaed	X	X	X	X		X	X		X
Director of Operations Marisol Magana					X	X	X		
Operations Manager Tiffany Tung					X	X	X		
CBKCoordinator Matthew Gordan	X	X	X						
Family Coordinator Vanessa Oden	X	X	X				X		
ELD Coordinator Vanne Chand	X	X	X						
Special Education Coordinator Andrea Pittman	X	X	X						

The Charter School will be a directly funded independent charter school and will be operated by a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and

Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

Attached, as Appendix vii, xxxiii,and xxxiv please find the AIMS Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Organizational Chart

Attached as Appendix i, please find the AIMS Organizational Chart

Board of Directors

AIMS College Prep High School is governed by the AIMS Board of Directors (the "Board"). The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in its operations and its actions by the AIMS bylaws which shall be consistent with this charter, the Charter Schools Act, and all other applicable law. The primary methods for executing their responsibilities are to create, adopt, and monitor a long -term strategic plan and associated budget, and to employ and evaluate the Superintendent.

The Board will comprise of at least five and no more than seven members. The Superintendent will report directly to the Board.

The Board will meet on a regular basis. The responsibilities of the Board include, but are not limited to:

- Uphold the mission of the Charter School
- Oversee the implementation of the charter
- Approve and monitor the budget, fiscal reports, and the Charter School's fiscal practices
- Approve contracts and expenses above \$8,000
- Receive and review the yearly independent financial audit
- Approve and monitor the Charter School's facility arrangements and plans
- Oversee and evaluate the Superintendent
- Hire the Superintendent
- Monitor the Superintendents implementation of the Charter School's personnel policy
- Approve board policies

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;

- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

The Superintendent

DUTIES AND RESPONSIBILITIES OF THE SUPERINTENDENT

The Superintendent is the chief executive officer and educational leader of AIMS and is responsible for carrying out the educational, managerial and administrative responsibilities for the care and maintenance of AIMS. The Superintendent shall administer AIMS in accordance with the Board's policies and State and federal laws as they exist or may hereafter be enacted or amended. The Superintendent shall perform those duties, which are required by state law, prescribed by the Board or as necessary for the efficient and effective management of AIMS. The Superintendent shall have the responsibility of organizing, reorganizing, and arranging the administrative and supervisory staff that in Superintendent's judgment would best serve AIMS, and determine all personnel matters, including, without implied limitation, selection, assignment, and transfer of employees.

Specifically, the duties of the Superintendent shall include:

- a. reporting directly to the AIMS Board of Directors;
- b. directing the administration of AIMS;
- c. planning, implementing and evaluating programs regarding the organizational, operational, fiscal and educational functions of the AIMS;
- d. instituting reforms and systemic changes, such as curriculum and program offerings, as the Superintendent finds necessary in order to affect positive change at AIMS:
- e. developing and implementing a program of professional development that the Superintendent finds necessary and expedient in order to affect positive changes at AIMS;
- f. directing staff in ensuring parental involvement in the development and implementation of AIMS policies;
- g. recommending policies to the Board and reasonably interpreting and implementing policies adopted by the Board;
- h. organizing departments and assigning employees of AIMS;
- i. developing and implementing administrative regulations that the Superintendent deems necessary for the efficient and effective operation of AIMS and that are consistent with the Board's policies, and state and federal law

- j. making employment decisions concerning the employees of AIMS. Specifically, The Superintendent will have authority to hire, fire, promote, demote, and/or transfer any and all AIMS employees, except that the Superintendent must not take any action to denote, transfer or fire a Head of School without prior notice and approval by the Board;
- k. directing, assigning, transferring, evaluating and dismissing all the employees of AIMS consistent with the Board's policies, and state and federal law:
- 1. accepting all resignations of employees of AIMS;
- m. assuming responsibility for the overall financial planning of AIMS, including preparation of the annual budget and the submission of the budget to the Board for review and approval:
- n. attending and participating in discussion in regular, special and executive session of the Board;
- o. making recommendations on items of business for Board meetings as the Superintendent deems necessary for the efficient and effective operation of AIMS;
- p. establishing and implementing a process, including a means and time parameters for keeping the Board up-to-date on developments, initiatives and issues in AIMS.
- q. writing grant applications for AIMS, when possible.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board to a business administrator of the Charter School, other appropriate employee, or third-party provider.

The Head of School

DUTIES AND RESPONSIBILITIES OF THE HEAD OF SCHOOL

Under direction of the Superintendent, the Head of School shall work in close cooperation with the staff of the Charter School, administrators of the Charter School, Board of Directors, parents, pupils, and other members of the community to determine common educational goals and objectives that will provide for an effective educational program directed toward meeting the intellectual, emotional and social needs of each student; to act as the educational leader and manager of the Charter School; to have direct responsibility for the administration of the Charter School and its educational programs; and to perform other duties as required.

Duties may include, but are not limited to the following:

- a. Assume educational leadership of all personnel operating in the Charter School.
- b. Relate the instructional program of the Charter School to the total program of the Charter School taking into account the problems of the immediate community.
- c. Appraise the educational program of the Charter School on a continuous basis through the use of objective tests, evaluation procedures, inventories, and other means as determined by self or Superintendent; make such changes, innovations, and/or recommendations which will result in an improved educational program as a result of these appraisals.
- d. Devote a major portion of time to working directly with teachers for the purpose of improving the learning process and analyzing the conditions which hinder the teacher,

- such as overcrowding, inadequate teaching materials, difficult physical conditions and other factors for the purpose of determining and recommending desirable and feasible changes.
- e. Serve as the liaison agent between the Charter School and the community to keep parents and community members acquainted with the program of the Charter School and to seek advice and assistance in making the program more effective.
- f. Serve as the Chief Public Relations Officer for the Charter School.
- g. Assist with the recruitment and employment of staff.
- h. Submit to the Central Office reports regarding curriculum, teacher evaluations, testing, teaching methods, grouping, attendance, and other such reports as may be required or deemed necessary to keep the appropriate office(s) informed about programs, problems, progress and innovations.
- i. Supervise and evaluate all non-certificated employees at site.
- j. Assume additional responsibilities as assigned by the Superintendent.
- k. Provide written instructions regarding student discipline and behavior standards, provide opportunities for students and staff to establish and maintain such standards, counsel with students, parents and staff regarding specific discipline problems.
- 1. Establish systematic procedures for scheduling and programming students and teachers and maintain written records and schedules.
- m. Provide teachers with specific information regarding teaching assignments and related duties and provide written schedules for teacher use.
- n. Provide a healthful and safe school environment; maintain written records of accidents; perform and maintain records of physical plant inspections; maintain procedures to be used in event of emergencies.
- o. Manage the business affairs of the Charter School, including compiling and submitting requisitions for supplies and equipment within budget limitations, maintaining a current inventory of equipment and an adequate stock of standard instructional supplies.
- p. Supervise maintenance of pupil personnel records, attendance accounting and staff files.
- q. Perform other duties as assigned.

Organizational Chart

Attached as Appendix i, please find an Organizational Chart

Family Involvement

As the Charter School has been established to serve the needs of the students, it is imperative that families are actively involved. A family engagement group has been established to facilitate communication between all members of the Charter School. The Family Advisory Council ("FAC") reports directly to the Head of School and the Superintendent. Members of this team

will meet regularly and may meet with the school administration to bring family community questions, concerns, and ideas to the attention of the administration.

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

Family Services and Support

Given that AIMS Middle School has a high number of families who qualify for financial government-assisted programs AIMS provides a Family Coordinator. The Family Coordinator supports all AIMS families' needs, especially those mentioned above. The AIMS Family Services Department provides parenting classes, case management support, assistance with governmental support applications, and serves as a liaison between parents and the Charter School when needed (Appendix xii)

Element 5 - Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." – Ed. Code $\S 47605(c)(5)(E)$

Equal Employement Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

AIMS MS will recruit and employ professional, effective and qualified personnel for all administrative, instructional, and non-instructional positions. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter.

In accordance with Education Code 47605(e)(1), AIMS MS shall be nonsectarian in its employment practices and all other operations. AIMS MS shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the employee processing policies and procedures (to include, but not be limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and Tuberculosis ("TB") risk assessment and, if necessary, examination).

Specific Qualifications for all Employees

The Board shall define specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing AIMS MS's program
- Belief in the basic philosophy of emphasizing the core curriculum
- Commitment to working with parents as educational partners
- Strong written and verbal communication skills
- Knowledge of the developmental needs of students
- Awareness of the social, emotional and academic needs of the students.
- Ability to plan cooperatively with other employees
- Willingness to continue education through additional courses and training, workshops, seminars, and staff development

Superintendent

The Superintendent of AIMS is required to have seven (7) years administrative experience, and Administrative Services Credential, Superintendent Certification from the School Superintendents Association, a Masters in Education, and either a Doctor of Education degree, or enrollment in a program to earn a Doctor of Education degree.

Heads of Schools, Deans and Heads of Academics

Heads of School, Deans, and Heads of Academics (collectively, "Administers" or "Administration") at AIMS MS shall possess leadership abilities and comprehensive educational vision that is consistent with the school's mission and educational program. Administrators are required to have an Administrative Services Credential (equivalency may be accepted by the board or superintendent) and experience with the AIMS Model. In addition, the Head of School shall possess skills in hiring and supervising excellent teachers, and possess or be in the process of pursuing an administrative credential.

The Board may set additional criteria for the selection of administrative staff.

Teachers

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. AIMS MS will comply with Section 47605(l), which states:

"Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district."

While providing assurance that the Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1), AIMS MS reserves its right, consistent with Education Code Section 47605.4, to give teachers that were employed by a charter school during the 2019–20 school year until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

In addition to the specific qualifications expected of all AIMS MS employees, the following qualifications are expected of all teachers:

- Strong instructional leadership
- Responsibility for students and their success in learning
- Familiarity with or willingness to be trained in AIMS's curriculum, instructional methodology, procedural compliance
- Demonstrable effectiveness in teaching, mentoring, and writing
- Commitment to the philosophy of the charter school and the mission
- Accepting the family as a vital partner in the learning process
- Working flexible schedules in order to accommodate the varying needs and schedule of enrolled students, parents, and community
- Deep commitment to student achievement
- Accepting responsibility and accountability for instruction to students
- Active participation in faculty meetings
- Focus on working closely with the school faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance.

AIMS MS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of

record. All non- instructional staff will possess experience and expertise appropriate for their position as determined by the Board.

Professional Development

Employees will participate in in-service sessions based on their professional needs, as well as on school-wide priorities. Staff development will allow the faculty to keep current with educational issues related to EL students, adolescents and school improvement. The format of this training will be varied and determined by the administration with input from the faculty. AIMS MS will work with other charter schools and other educational institutions to provide effective staff development.

Element 6 - Health and Safety

- "The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282. (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any school wide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school:
- (H) A safe and orderly environment conducive to learning at the school;
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter

School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Student and Staff Healthy and Safety Provisions

A healthy and safe environment is imperative to productive teaching and learning. AIMS MS has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the Charter School's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Student/Parent and the Employee handbooks.

The following summarizes the health and safety policies of AIMS MS:

CPR/First Aid Training

Employees at AIMS MS are encouraged to be CPR/First Aid trained. The school's administration will ensure that a CPR/First Aid trained staff member is on duty during regular school hours.

Medication in School

AIMS MS will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Emergency Preparedness

AIMS MS shall adhere to an Emergency Preparedness Plan/School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Facility Safety

AIMS MS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the California Building Standards Code. The Charter School agrees to maintain

visitor policies, and test fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. AIMS MS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act ("AHERA"), 40 CFR Part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Drug Free/Smoke Free Environment

AIMS MS shall maintain a drug and alcohol and smoke free environment.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- 1. A description of type 2 diabetes.
- 2. A description of the risk factors and warning signs associated with type 2 diabetes.
- 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- 4. A description of treatments and prevention methods of type 2 diabetes.
- 5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall also maintain a policy on student suicide prevention in accordance with Education Code Section 215 for grade 6. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Lunch program

AIMS Lunch Program provides AIMS College Prep Middle School students access to a healthy lunch five days a week. AIMS MS participates in the federal food subsidy program that allows the most in-need students to receive a free or reduced price meal. In 2018, before the governmental requirement, the AIMS board voted not to refuse a meal to any student regardless of their willingness or ability to pay.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker

room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Element 7 - Balance of Racial/Ethnic, Special Education, and English Learner Students

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." – Ed. Code § 47605(c)(5)(G)

[No DRL.]

AIMS MS will strive to recruit a student population that will be reflective of the population residing within the territorial jurisdiction of the District. AIMS MS will engage in a variety of means and strategies to try to achieve a diverse student population. These strategies will include:

- Enrollment timeline and process that allow for broad-based recruiting and application proves
- Outreach efforts via elementary schools within the District's attendance boundaries, neighborhood groups, community organizations, churches or other leadership organizations
- Each year the Charter School shall review its racial and ethnic, English Learner, and Special Education balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population.

Element 8 - Admissions Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605]." – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

[Insert additional language showing how Charter School will comply with the above requirements, including how the preferences "shall not result in limiting enrollment access access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation" per Education Code section 47605(e)(2)(B)(iii).]

AIMS MS participates in the Enroll Oakland program to ensure transparency and viability of the lottery process. AIMS MS does not require students to submit any student records prior to a student being offered admission to the Charter School. AIMS MS recruits throughout Oakland to ensure all students have access to be in the applicant pool.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

The Board shall determine all policies, processes, and procedures governing application, admission, and enrollment at AIMS MS. All students attending AIMS MS must follow the application, admission, and enrollment policies of the Charter School. The application packet for admission to AIMS MS shall include information that allows students and parents to be informed about the Charter School's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. The application packet shall include:

- An enrollment guide outlining the enrollment process at AIMS MS
- An application form which requests basic contact information about the prospective student and an indication of any admission preferences for which the prospective student qualifies¹
- The AIMS MS mission statement and information about faculty and staff
- A historic overview of AIMS MS students' academic achievement
- The AIMS MS Family handbook (Appendix xlv)

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¹ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at AIMS MS. The determination of school capacity shall be based on, among other things, the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the facility, and the level of interest shown by students who want to attend.

Admission Policies and Procedures

As written by David Whitman in his book, Sweating the Small Stuff, Inner-City Schools and the New Paternalism (2008), "Failing students from other schools who become ace pupils at [AIMS MS] may well have some hidden innate ability not evident at their previous schools. But they are hardly an example of selective recruiting or creaming from the top of the local academic pool."²

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

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AIMS MS shall be nonsectarian in its admission and enrollment policies and shall not charge tuition.

Public Random Drawing and Preferences

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year.

If the number of students who apply to attend AIMS MS within each grade level by the application deadline exceeds the grade level's capacity, attendance, except for the existing student shall be determined by a public random drawing for each grade level conducted in advance of the start of summer school. In accordance with Education Code Section 47605(e)(2), preference in the public random drawing shall be provided in the following order of declining priority:

- 1. Siblings of students admitted to or attending the Charter School and siblings of graduates of AIMS
- 2. Students residing within the boundaries of the District
- 3. All other students who wish to attend the School

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

² Whitman, Davis, Sweating the Small Stuff, Inner-City Schools and the New Paternalism(California: Thomas B. Fordham Institute), 2008.

AIMS MS uses the District's Enroll Oakland software product to perform its lottery. The manner in which the lottery performed will be determined by the Enroll Oakland programming.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

The order of admission of students at any time during the year shall be based solely on the order of applicants on the admission wait list. Applications received after the application deadline will be held in abeyance for a potential subsequent lottery should the wait list be exhausted. After the wait list has been exhausted or at the conclusion of the school year, the Charter School will advertise if a space has become available and applications are being accepted. If more applicants than spaces are available, another public random drawing will be conducted for the open spaces as described above.

Element 9 - Independent Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." – Ed. Code \S 47605(c)(5)(I)

[No DRL.]

An annual independent fiscal audit of the books and records of AIMS MS will be conducted as required by Education Code Section 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's Guide.

The Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year. The Superintendent, along with the Board, will review any audit exceptions or deficiencies and meet with the District with regard to resolution of audit exceptions or deficiencies to the satisfaction of the District. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

Element 10 - Procedures by which Pupils Can Be Suspended or Expelled

- "The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
- (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
- (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

- (i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:
 - (I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

- (II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

[Insert other procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

As further explained below, the Charter School has adopted a thorough Suspension, Expulsion, and Involuntary Removal policy that ensures students their due process protections. Please see Appendix xlv.

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Overview

AIMS MS maintains a comprehensive set of suspension, expulsion and involuntary removal policies and procedures which are included in the AIMS MS Student and Family Handbook. The policies and procedures will clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies and procedures prior to enrollment. These policies and procedures provide all students with an opportunity for due process and conform to applicable federal and state law regarding students with exceptional needs.

In the case of a special education student, or a student who receives 504 accommodations, AIMS MS will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the Charter School's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the Charter School's failure to implement the 504 plan or IEP, the student may be expelled pursuant to the adopted policies and procedures.

Element 11 - Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." – Ed. Code § 47605(c)(5)(K)

[No DRL.]

The financial compensation for school employees will include a base salary that is above the average starting salary for District middle schools, and that salaries are competitive and bonuses are awarded.

All eligible AIMS MS employees will participate in the federal Social Security System. Eligible employees shall participate in Public Employees' Retirement System ("PERS").

AIMS MS will provide mandatory benefits such as workers' compensation, unemployment insurance, Medicare and social security for eligible employees. AIMS MS will provide health, dental, and vision insurance life insurance to each eligible AIMS MS employee. Additional disability coverage may be obtained at a cost to the employee.

Element 12 - Pupil Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

Element 13 - Employee Rights of Return

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." – Ed. Code \S 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 - Dispute Resolution

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and eiher (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program

or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Charter School, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To [Charter School Name], c/o School Director: [Charter School Name] [Charter School Address]

To Director, Office of Charter Schools: 1000 Broadway, 3rd Floor, Suite 300 Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written

Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

- (3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.
- (4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

The intent of the AIMS MS dispute resolution process is to:

- 1. Resolve disputes within AIMS MS pursuant to the Charter School's policies
- 2. Minimize the oversight burden on the District
- 3. Ensure a fair and timely resolution to disputes
- 4. Frame a charter oversight, renewal process, and timeline to avoid disputes regarding oversight and renewal matters (Appendix xlii)

Element 15 - Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." – Ed. Code § 47605(c)(5)(0)

Closure Action

The decision to close Charter School must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

- 1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
- 2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.
- 3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the

Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

- 4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
- 5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
- 6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
- 7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
- 8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

- 1. The effective date of the closure of Charter School
- 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
- 3. The students' school districts of residence
- 4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

- 1. Information on how to enroll or transfer the student to an appropriate school
- 2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
- 3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

- 1. The effective date of the closure of Charter School
- 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
- 3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

- 1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
- 2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
- 3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall

include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

- 4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
- 5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
- 6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employmet, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
- 7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
- 8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

- 2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
- 3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

- 1. Preliminary budget
- 2. Local control and accountability plan and annual updates
- 3. Interim financial reports
- 4. Second interim financial reports
- 5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any

net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- 1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
- 2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
- 3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
- 4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- 1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- 2. Make final federal tax payments (employee taxes, etc.)
- 3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as

a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsers.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent

involvement practices,

- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - o First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - o Annual independent audit report (Ed. Code § 47605(m))
 - o Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - o 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - o Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies),

Additionally, Charter School shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.—Education Code Section 47605(h).

AIMS MS will ensure that it operates using a sound financial model. AIMS MS's budget (Appendix x,xi,xxiii) assumes a conservative projection of future enrollment in each year of

the renewal term. The anticipated revenues are based on twenty-five years of operating experience for the Charter School, and estimates for the middle school revenue limit and categorical block grant given the proposed state budget. Financial estimates have been provided by Minh Co from Oakland's Office of Charter Schools and Charter School Management Corporation ("CSMC").

In each of the 7 years in the projected budget, staffing assumptions remain constant. Budget projections assume a revenue increase of 2% per year, which is a conservative increase relative to annual COLA rates in California over the previous 5 years. The budget and cash-flow also assume an increase in non-fixed expenditures of 4% per year. This assumption is based upon historical financial data from the past years of operation.

Budget assumptions also include 1% oversight fee from the District on state revenues and special education costs of \$1,200 per student enrolled at AIMS MS over the course of the 7-year renewal terms. Though AIMS MS is considering an alternative to the OUSD SELPA (as indicated in the special education section of this petition) the school has not finalized its decision and continues to explore its options. As a result, our 7-year budget projections are based on the district-provided numbers for remaining within the OUSD SELPA. Based on AIMS MS's current special education enrollment, the net cost of providing special education services through an alternative to the OUSD SELPA would be equal to or less than the costs of remaining within OUSD's SELPA. AIMS MS's budget will be updated to reflect these changes if the school alters its SELPA affiliation, but these changes—at worst—will be budget-neutral.

As this is a time of future economic uncertainty, AIMS MS created the included budget using a very conservative approach – a worst case scenario. Like the District, we are looking to cut expenses, find additional sources of revenue, and increase our reserves to make sure we can weather potential, short-term fluctuations in revenues and expenses.

Financial Reporting

AIMS has drafted a complete set of fiscal control policies and procedures (Appendix xx) for AIMS operation. AIMS MS shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

Insurance

AIMS MS will maintain general liability, workers compensation, and other necessary insurance of the types in the amounts required for an enterprise of this size and nature for the operation of the school.

Throughout the life of this contract, the Charter School shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance:

- 1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less that \$1,000,000.00 per occurrence.
- 2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less that \$500,000.00, per occurrence.
- 3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less that statutory limits

Administrative Services

Governing Law: The manner in which administrative services of the charter School are to be provided. –Education Code Section 47605(h).

With the exception of services performed by OUSD in providing oversight to AIMS MS as defined by Education Code Section 47604.32, all charter-requested services from OUSD will be on a pay-for-service basis.

The Charter School reports daily attendance requirements to OUSD in a format acceptable to the District and state. Required reports regarding daily attendance are completed and submitted to requesting agencies. Budget allocation and vendor selection are the responsibility of the Board with substantial input from the Superintendent or designee. The Superintendent or designee develops all budget proposals and has latitude in determining how funds are best used within budget categories.

The Board delegates authority to the Superintendent or designee to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Governance Board works with CSMC for payroll services and to ensure compliance with state financial accounting procedures.

The Superintendent or designee will instruct the financial officer to prepare financial statements such as a balance sheet, income statement, and statement of cash flow. Financial statements are public documents and are accessible to the independent auditor, school officers, OUSD, families of AIMS MS students and any Board or community members who want to assess the Charter School's financial condition. In addition, AIMS MS will continue to submit an annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller's Office, County Superintendent of Schools, and the Oakland Unified School District.

Facilities

Governing Law: The facility to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate –Education Code Section 47605(h)

AIMS MS will be located at 171 12th Street, Oakland, California. AIMS is the sole owner of the property and will remain so for the full seven year term of the charter.

Transportation

AIMS MS may provide transportation of students to and from school and to extracurricular activities. If transportation is provided it will be done in compliance with all state and local laws and requirements. It is the primary responsibility of the student's families to provide transportation to AIMS MS, except as required by law for students with disabilities in accordance with a student's IEP. In these instances, transportation needs shall be provided by the OUSD SELPA so long as the Charter School operates as a public school of the District for special education purposes

AIMS MS understands that as part of its oversight of the Charter School, the Office of Charter Schools may conduct a reasonable program review of federal and state compliance issues.

Impact on the Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h)

Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. AIMS MS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of AIMS MS.

The corporate bylaws of AIMS MS shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers' insurance, and fidelity bonding to secure against financial risks, as required.

The Board of AIMS will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determines fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

- September 1 Final Unaudited Financial Report for Prior Year
- December 1 Final Audited Financial Report for Prior Year
- December 1 First Interim Financial Report for Current Year

- March 1 Second Interim Financial Report for Current Year June 15 Preliminary Budget for Subsequent Year

Conclusion

By approving this charter, the Oakland Unified School District will be fulfilling the intent of the California Legislature.

Education Code Section 47601. It is the intent of the Legislature, in enacting [the Charter Schools Act of 1992], to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a. Improve pupil learning.
- b. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- c. Encourage the use of different and innovative teaching methods
- d. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- e. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- f. Hold the schools established under [the Charter Schools Act of 1992] accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- g. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

AIMS MS pledges to work cooperatively with the District to answer any questions or address any concerns regarding this charter and to present the District with the strongest possible charter proposal requesting a seven-year term. Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605.

Appendices

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Appendix ii-Academic Performance

Appendix iii-Charter Performance Report

Appendix iv-AIMS Model

Appendix v- Retirement Plans

Appendix vi-ELD and Newcomers Support

Appendix vii-Board Bylaws

Appendix viii-Students Progress Measurement

Appendix ix-Attendance Policy

Appendix x-2020-2021 Budget

Appendix xi-Seven Year Projections

Appendix xii-Parent/Family Engagement and Support

Appendix xiii-Annual Independent Audit

Appendix xiv-Racial and Ethnic Balance

Appendix xv-LCAP

Appendix xvi-Curriculum

Appendix xvii-MPOs

Appendix xviii-Academic Performance

Appendix xix-Who Is AIMS

Appendix xx-Fiscal Procedures and Policies

Appendix xxi-Special Education Report

Appendix xxii-Awards and Recognitions

Appendix xxiii-Cash Flow Assumptions

Appendix xxiv-Salary Scales

Appendix xxv-School Calendar

Appendix xxvi-Facilities

Appendix xxiii-School's Schedule

Appendix xxix-AB 1505 Renewal Tiering

Appendix xxx-Math Placement

Appendix xxxi-Health and Safety Procedures

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Appendix xxxiii-Articles of Incorporation

Appendix xxxiv-Conflict of Interest

Appendix xxxv-AIMS HS Improvement Plan

Appendix xxxvi-Promotion and Retention Policy

Appendix xxxvii-Attendance Alternatives

Appendix xxxviii-Admission Policy

Appendix xxxix-Letters of Support

Appendix xl-Budget Narrative

Appendix xli-School Education Program

Appendix xlii-Dispute Resolution Policy

Appendix xIII: Learning Continuity Plan

Appendix xliv-Staff Handbook

Appendix xlv-Student and Family Handbook

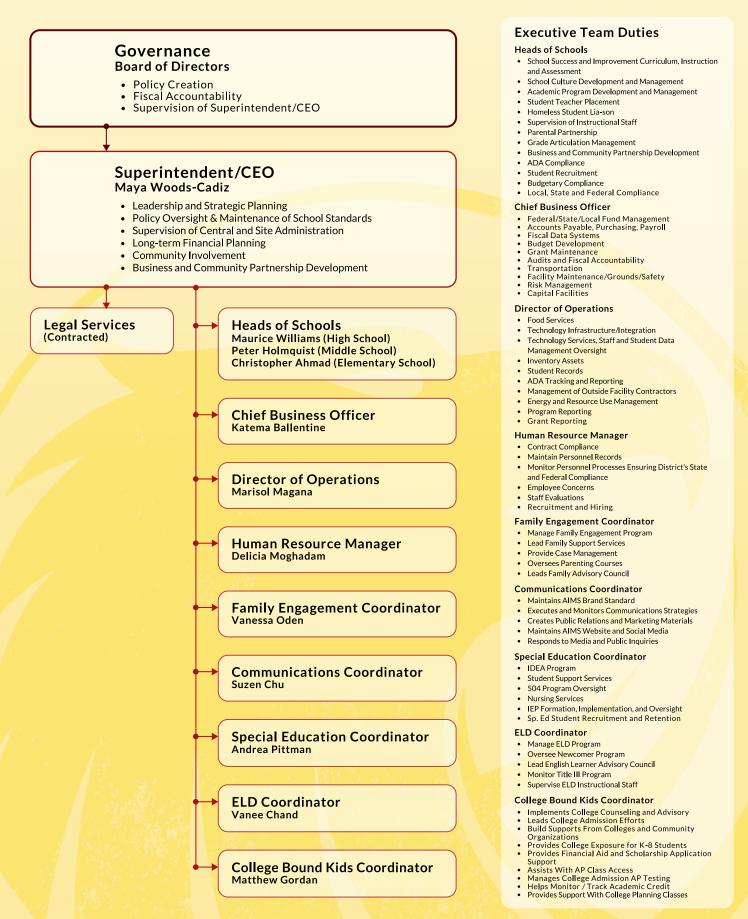
Appendix xlvi-Job Descriptions and Qualifications

Appendix i: Organizational Chart



AIMS K-12 College Prep Charter District

DISTRICT LEADERSHIP ORGANIZATIONAL CHART 2020-2021 PENDING BOARD APPROVAL



Appendix ii: Academic Performance

American Indian Public Charter

Explore the performance of American Indian Public Charter under California's Accountability System.









Mathematics



Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

School Details

Optional Narrative Summary

Completed By American Indian Public Charter

Priority 1 - Met Priority 2 - Met Priority 3 - Met Priority 6 - Met Priority 7 - Met

NAME

American Indian Public Charter

ADDRESS

171 12th Street
Oakland, CA 94607-4900
WEBSITE
http://www.aimsk12.org
GRADES SERVED
6-8

AMERICAN INDIAN PUBLIC CHARTER

Student Population

Explore information about this school's student population.

LEARN MORE

Enrollment

LEARN MORE

Socioeconomically Disadvantaged

LEARN MORE

English Learners

LEARN MORE

Foster Youth

AMERICAN INDIAN PUBLIC CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE English Language Arts

All Students State



Blue

17.4 points above standard

Increased 18.8 Points EQUITY REPORT

Number of Student Groups in Each Color

0 Red

0 Orange

1 Yellow

2 Green

> 1 Blue

View More Details

LEARN MORE

Mathematics

All StudentsState



Blue

55.5 points above standard

Increased 19 Points EQUITY REPORT

Number of Student Groups in Each Color

0 Red

0 Orange Yellow

0 Green

4 Blue

View More Details **LEARN MORE English Learner Progress**

All Students State

English Language Proficiency Assessments for California Results

Level 4 - Well Developed

23.3%

Level 3 - Moderately Developed

36.7%

Level 2 - Somewhat Developed

23.3%

Level 1 - Beginning Stage

16.7%

View More Details

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

View More Details
AMERICAN INDIAN PUBLIC CHARTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE **Chronic Absenteeism**



2% chronically absent **Increased 0.7%** EOUITY REPORT

Number of Student Groups in Each Color

0 Red

Orange

0 Yellow

0 Green

2 Blue

View More Details

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

<u>View More Details</u> **AMERICAN INDIAN PUBLIC CHARTER**

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

> **LEARN MORE Suspension Rate**



6% suspended at least once

Increased 6% EQUITY REPORT

Number of Student Groups in Each Color

1 Red

3 Orange

0 Yellow

0 Green

> **0** Blue

View More Details

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

View More Details
LEARN MORE

Parent and Family Engagement

STANDARD MET

View More Details
LEARN MORE

Local Climate Survey

STANDARD MET

View More Details

American Indian Public Charter

Explore the performance of American Indian Public Charter under California's Accountability System.





Suspension Rate



English Learner Progress



English Language Arts



Mathematics



Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

School Details

Optional Narrative Summary

Completed By American Indian Public Charter

Priority 1 - Met

Priority 2 - Met

Priority 3 - Met

Priority 6 - Met

Priority 7 - Met

NAME

American Indian Public Charter

ADDRESS

171 12th Street Oakland, CA 94607-4900

WEBSITE

http://www.aimschools....

GRADES SERVED

6-8

Explore information about this school's student population.

Enrollment

Socioeconomically Disadvantaged

English Learners

Foster Youth

AMERICAN INDIAN PUBLIC CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.







Local Indicators

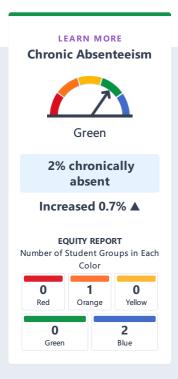
Implementation of Academic Standards

STANDARD MET

AWERICAN INDIAN FOBEIC CHARTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.



Local Indicators

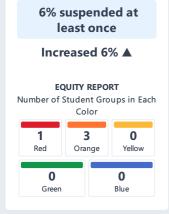


AMERICAN INDIAN PUBLIC CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.





Local Indicators

Basics: Teachers,
Instructional Materials,
Facilities

STANDARD MET

Parent and Family Engagement

STANDARD MET



Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

17.4 points above standard

Increased 18.8 Points ▲
Number of Students: 142

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Pad

No Students



Orange

No Students



Yellow

English Learners



Green

African American

Socioeconomically Disadvantaged



Blue

Asian



No Performance Color

Filipino

Foster Youth

Hispanic

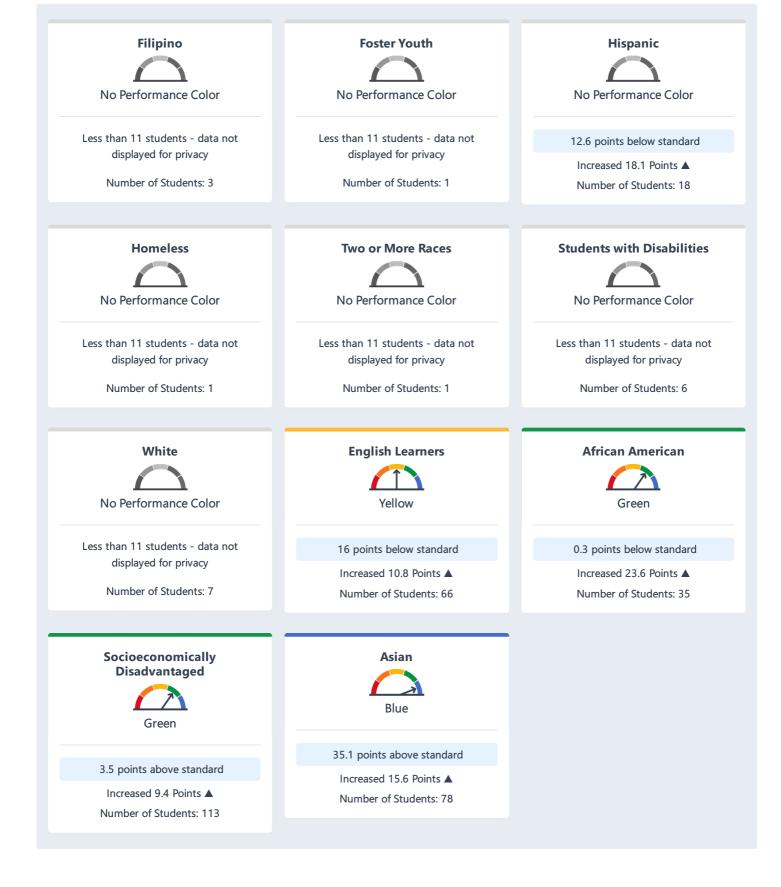
Homeless

Two or More Races

Students with Disabilities

White





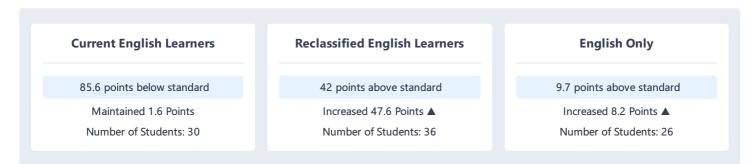
Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	1.4 points below standard	17.4 points above standard

English Language Arts Data Comparisons: English Learners

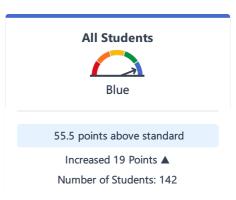
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

African American

Asian

English Learners
Socioeconomically Disadvantaged



No Performance Color

Filipino

Foster Youth

Hispanic

Homeless

Two or More Races

White

000000



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



No Performance Color

21 points below standard

Increased 7.2 Points ▲ Number of Students: 18

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

African American



Blue

17.5 points above standard

Increased 19.7 Points ▲ Number of Students: 34 **Asian**



Blue

92.5 points above standard

Increased 17.3 Points ▲ Number of Students: 78

English Learners



Blue

43.8 points above standard

Increased 27.8 Points ▲ Number of Students: 66 Socioeconomically Disadvantaged



46.2 points above standard

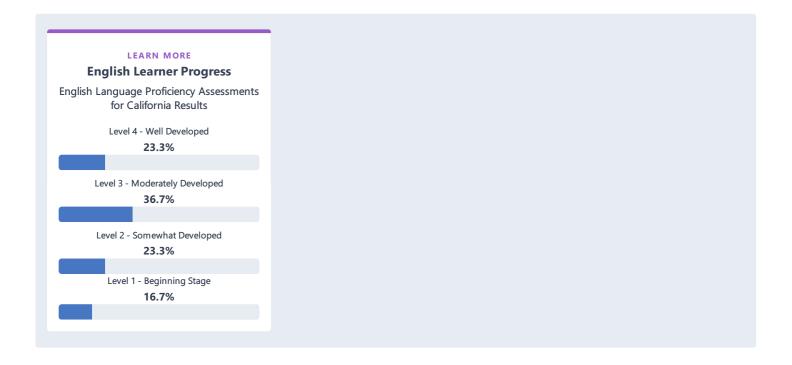
Increased 10.2 Points ▲ Number of Students: 112

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.



English Learner Progress



Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

The school conducted several needs assessments in order to determine proper ELA curriculum and teacher training required to build vertical alignment between K-12; the ultimate goal is college-readiness. Schools determined a need for higher order thinking materials to support a college-ready literacy program. Teachers began to receive training on building higher order thinking literacy protocols to build upon a robust reading comprehension program.

The school conducted additional needs assessments in order to determine better ways to utilize the existing HMH Go Math curriculum. Teachers required additional training in emphasizing Common Core approaches to math in order to supplement the curriculum effectively. Teachers received this training. Professional development towards Next Generation Science Standards implementation began with help from Lawrence Hall of Science. Students were also able to use science kits from Foss Science for a more hands-on experience. Teachers began familiarizing themselves with DBQ for Social Science. Mandarin and Spanish were both offered for students in the middle school.

In addition, the district plans to apply for Measure G1 which will allow students to be provided innovative courses that cover visual and performing arts. We plan that this grant will allow our school district to have the opportunity to excel academically to also have the access to musical and artistic enrichment. We envision a program that will offer a unique combination of rigorous curriculum and artistic immersion.

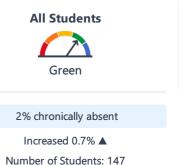
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

African American



Yellow

No Students



Green

No Students



Blue

Asian

Socioeconomically Disadvantaged



No Performance Color

American Indian

Students with Disabilities

English Learners

Filipino

Foster Youth

Hispanic

Homeless

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



No Performance Color

0% chronically absent

Maintained 0%
Number of Students: 32

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



No Performance Color

5.3% chronically absent

Increased 0.9% ▲

Number of Students: 19

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

African American



Orange

5.6% chronically absent

Increased 2.5% ▲

Number of Students: 36

Asian



Blue

0% chronically absent

Maintained 0%
Number of Students: 80

Socioeconomically Disadvantaged



Blue

1.6% chronically absent

Maintained -0.2%

Number of Students: 122

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

At AIPCS, all students were enrolled in the following courses: English Language Arts Mathematics Social Studies Science Physical Education Mandarin Electives (Friday) The tools used to track enrollment and access to these courses include enrollment documents, class schedule monitoring (specifically 90-minute blocks for both English Language Arts and Math, as mandated in the AIPCS charter). Additionally, the LEA monitors student access to coursework by teacher gradebooks and the dispersal of progress reports and report cards every three weeks.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

During the 2017-2018 academic school year, all Middle School students were enrolled in the following courses: English / Language Arts Mathematics Social Studies Science Physical Education Foreign Language Electives (Fridays) This is ensured by enrollment as well as consistent progress monitoring. Students who required additional support in core subjects, through pull-out support, received services during PE. Classroom teachers track intervention schedules to make sure that students still receive PE at least 2 times weekly so that students have access to a minimum of 200 minutes of PE. Students with exceptional needs, as mandated by their IEP or 504, will still have access to general education classrooms based on standard compliance with IEPs. Additionally, students who are English learners either received push-in services so that they could access coursework in the general education classroom. Or, they received pullouts during their Mandarin block so as to maintain access for all in core subjects.

3. Identification of any barriers preventing access to a broad course of study for all students.

During the 2017-2018 academic school year, there were several logistical challenges that prevented a greater access to a broad course of study for all AIPCS students, particularly as it pertained to implementing our newly created Music and Visual Performing Arts (VPA) program, including the hiring of new teachers, creating additional classroom spaces, changes in our Master Schedule, and initial financial costs.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

During the 2018-2019 academic school year, AIPCS will integrate Visual Performing Arts (VPA) as part of its regular academic curriculum. On Mondays through Thursdays for two hours per week (one hour per class session), all 6th grade students will receive either Art or Violin classes in consecutive semesters, while 7th and 8th grade students will choose their preference to receive either Art or Violin class for one academic school year. Additionally, on Mondays through Thursdays for two hours per week (one hour per class session,) all 6th grade students will receive either Spanish or Mandarin foreign language classes in consecutive semesters, while 7th and 8th grade students will choose their preference to receive either Spanish or Mandarin for one academic school year. Because AIPCS has adopted Mandarin I and Spanish I curriculum, that is identical to AIPHS, our parent high school, our Middle School Students

will have the opportunity to earn a semester or one year of high school credit foreign language credit at AIPHS. Lastly, Middle School students have the option to take one of the following Friday after school electives: AVID Debate Intro to Film Graphic Design Math Basics Musical Theater Student Government Association					

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

African American



Orange

Asian

English Learners
Socioeconomically Disadvantaged



Yellow

No Students

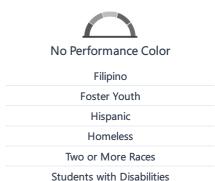


No Students



Blue

No Students



White

• 0 0 0 0 0





No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



No Performance Color

0% suspended at least once

Maintained 0% Number of Students: 20

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

African American



Red

13.5% suspended at least once

Increased 13.5% ▲

Number of Students: 37

Asian



Orange

2.5% suspended at least once

Increased 2.5% ▲
Number of Students: 80

English Learners



Orange

3% suspended at least once

Increased 3% ▲
Number of Students: 33

Socioeconomically Disadvantaged



Orange

7.3% suspended at least once

Increased 7.3% ▲

Number of Students: 124

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing boardat a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

0

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

Additional Comments

Teachers who are in need of clearing their preliminary credential participated in the induction program, the cost for which the school pays.

We ensure all of our students have access to standards-aligned instructional materials for use at home and school.

Facilities are checked and maintained throughout the year. The school created a partnership with an onsite janitorial company to provide daily cleaning and maintenance services. This provided students a healthy and inviting learning environment where they are protected from physical and emotional harm and is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop and that allow them to succeed even in difficult circumstances. We believe safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Local Survey of Parents/Guardians

In order to connect with student families as well as connect them to new information, we offered several venues throughout the year, including; weekly communication of announcements which is sent home through parentsquare identifying important items coming up at the school to keep them informed, paper memos, fireside chats, SSC, ELAC, Family Advisory Committee (FAC), and grade division specific curriculum meetings for parents.

We also conduct annual surveys for students and families to share with us how we are doing and areas that we can improve. Below please find the results for the family survey. The questions relate to parent engagement and the results.

Family Survey - Results

1: I feel that I have a voice in my child's education.

95.55% of the families indicated that they agreed or strongly agree with the statement.

2: This school encourages me to be an active partner with the school in educating my child.

84.78% of the families indicated that they agreed or strongly agree with the statement.

3: This school keeps me well-informed about school activities.

91.30% of the families indicated that they agreed or strongly agree with the statement

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

We conduct annual surveys to get results on the school climate. The survey is given to students and families. Below are the results for students and families:

Student survey

1: At school, I am able to do my work without worrying about my physical and/or emotional safety. 80.85% of the students agreed or strongly agreed with the statement.

2: I feel I am part of this school.

82.98% of the students agreed or strongly agreed with the statement.

3: Teachers and other grown-ups at school care about me.

81.91% of the students agreed or strongly agreed with the statement.

Family Survey

1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety 94.56% of the families agreed or strongly agreed with the statement.

2: This school has a supportive learning environment for my child. 90.11% of the families agreed or strongly agreed with the statement.

Additional Comments

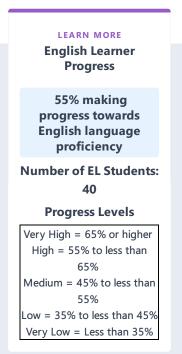
Providing students a healthy and inviting learning environment where they are protected from physical and emotional harm is essential to the mission of our school. Safe schools are not just places with advanced security procedures. They are also places that help students develop that allow them to succeed even in difficult circumstances. Safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

Academic Performance

View Student Assessment Results and other aspects of school performance.







Local Indicators



AMERICAN INDIAN PUBLIC CHARTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.

American Indian Public Charter

Explore the performance of American Indian Public Charter under California's Accountability System.

Chronic Absenteeism



Suspension Rate



English Learner Progress



English Language Arts



Mathematics



Basics: Teachers, Instructional Materials, **Facilities**

STANDARD MET

Implementation of **Academic Standards**

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Course of Study

Access to a Broad

STANDARD MET

School Details

NAME

American Indian Public Charter

ADDRESS

171 12th Street Oakland, CA 94607-4900 WERSITE

http://www.aimschools....

GRADES SERVED

AMERICAN INDIAN PUBLIC CHARTER

Student Population

Explore information about this school's student population.

Enrollment

161

Socioeconomically Disadvantaged

76.4%

English Learners

26.7%

Foster Youth

0%

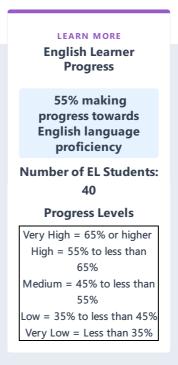
AMERICAN INDIAN PUBLIC CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.







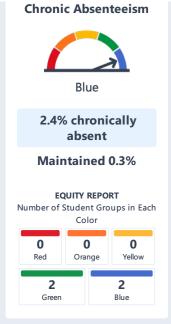
Local Indicators



AMERICAN INDIAN PUBLIC CHARTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.



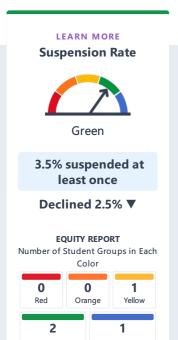
Local Indicators



AMERICAN INDIAN PUBLIC CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Green	Blue

LEARN MORE

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Yellow

2.2 points below standard

Declined 19.6 Points ▼ Number of Students: 150

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Pad

No Students



Orange

English Learners

Socioeconomically Disadvantaged



Yellow

African American



Greer

Asian



Blue

No Students



No Performance Color

Filipino

Hispanic

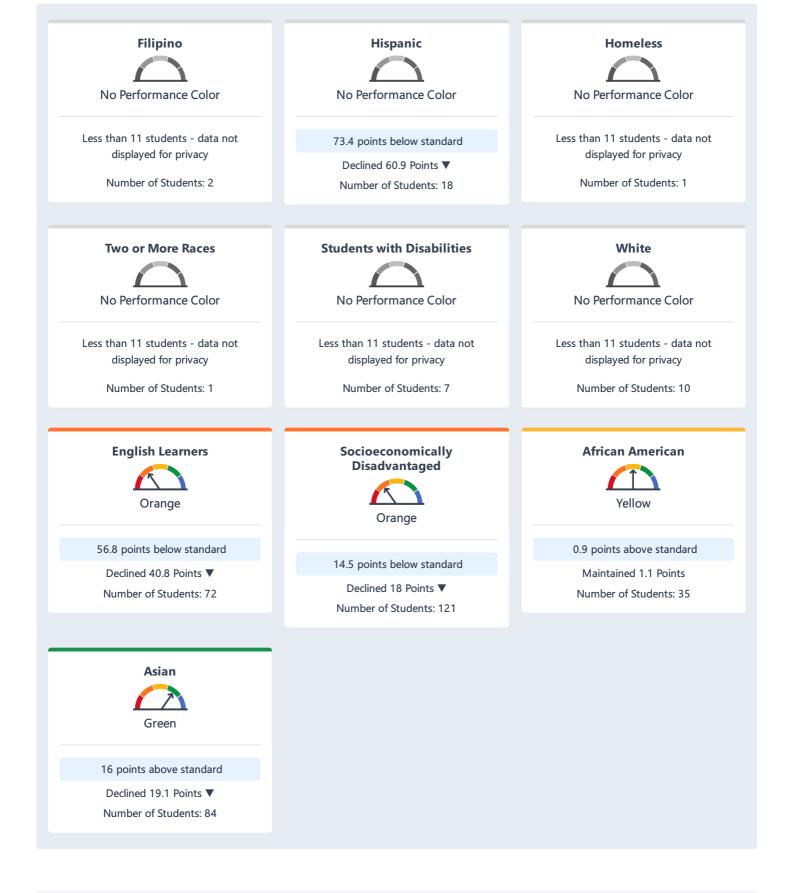
Homeless

Two or More Races

Students with Disabilities

White





Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	1.4 points below standard	17.4 points above standard	2.2 points below standard

English Language Arts Data Comparisons: English Learners

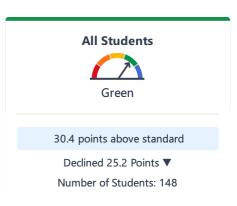
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups













White

00 • 000

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanio



No Performance Color

39.3 points below standard

Declined 18.3 Points ▼

Number of Students: 18

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

African American



Yellow

English Learners



Vellow

Asian



Green

18.6 points below standard

Declined 36.1 Points ▼ Number of Students: 35

5.1 points below standard

Declined 48.9 Points ▼ Number of Students: 70

71.4 points above standard

Declined 21 Points ▼ Number of Students: 83

Socioeconomically Disadvantaged



Green

17.2 points above standard

Declined 29 Points ▼ Number of Students: 120

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

8.5 points below standard

Maintained -0.3 Points Number of Students: 38

Reclassified English Learners

1.1 points below standard

Declined 88.1 Points ▼ Number of Students: 32

English Only

12.6 points above standard

Declined 27.3 Points ▼
Number of Students: 30

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

1 2 3 4 1 2L 2H 3L 3H 4

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE
English Learner Progress

55% making progress towards

English language proficiency
Number of EL Students: 40

Performance Level
High

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

AIPCS uses Illuminate for assessment of benchmark testing to ensure students are prepared for state testing and are meeting standards. Students would take multiple benchmarks per year in both math and ELA. Student results were displayed and reports were produced. These reports would show each Common Core State Standard and the students that were failing and not meeting standards. Ellevation is used to assess ELD development for all english language learners grade K-8th. Teachers were given data-dive days where they would collaborate and look at student performance data all together. All of this data was used in future planning to improve student achievement.

AIPCS math curriculum is the Go Math program which aligns every lesson to the Common Core Standards. Students write in the book to record their strategies, explanations, solutions, practice, and test prep answers. The interactive Write-in Edition includes everything needed to address the rigors of new standards and assessments. The consumable write-in student text supports standards mastery through interactive conceptual development as well as procedural development. In addition AIPCS embedded Khan Academy practice lessons into the curriculum which focuses on conceptual understanding procedural fluency and common core aligned lessons.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

History - Social Science

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

5 Full Implementation And Sustainability

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts	English Language Development (Aligned to English Language Arts Standards)
4 Full Implementation	4 Full Implementation
Mathematics – Common Core State Standards for Mathematics	Next Generation Science Standards
4 Full Implementation	3 Initial Implementation
History - Social Science	
4 Full Implementation	

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education	Health Education Content Standards
3 Initial Implementation	3 Initial Implementation
Physical Education Model Content Standards	Visual and Performing Arts
4 Full Implementation	4 Full Implementation
World Language	
4 Full Implementation	

Engagement of School Leadership

Initial Implementation

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

3 Initial Implementation

Providing support for teachers on the standards they have not

Additional Comments

yet mastered

The district conducted several needs assessments in order to determine proper ELA curriculum and teacher training required to build vertical alignment between K-12; the ultimate goal is college-readiness. Schools determined a need for more higher order thinking materials to support a college-ready literacy program.

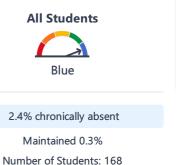
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

English Learners

Socioeconomically Disadvantaged



Blue

Asian

African American



No Performance Color

American Indian

Students with Disabilities

Filipino

Foster Youth

Hispanic

Homeless

Pacific Islander

Two or More Races

White



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Hispanic



No Performance Color

5.6% chronically absent

Maintained 0.3%

Number of Students: 18

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

English Learners



Green

2.1% chronically absent

Increased 2.1% ▲

Number of Students: 47

Socioeconomically Disadvantaged



Green

2.3% chronically absent

Increased 0.6% ▲

Number of Students: 132

Asian



Rlug

0% chronically absent

Maintained 0%

Number of Students: 93

African American



Blue

2.4% chronically absent

Declined 3.2% ▼

Number of Students: 42

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

From the start of the year, teachers go through an intensive training where they learn differentiation strategies to be used in the classroom. This is further enhanced and detailed upon through weekly professional development and ten full staff development days where veteran teachers, administration, and educational professionals come and do lessons and share their expertise. Teachers use these strategies to make sure that all students get equal access to the material. Our curriculum is also filled with supplemental material to be used for various learning groups. For example, Benchmark Advance comes with 4 different leveled texts for one specific passage or story. There will be work for advance learners, English Language Learners, students below grade level, and students with special needs. This can also be seen with our math curriculum through their reteach books and their online component. Each grade level also gets their own intervention aide. This person's sole job is to make sure students get equal access to the materials through pull-outs and push-ins. We also have our on-site RFP team for our Special Education population.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

100% of students have access to curriculum aligned instructional materials. AIPCS II or AIPCS offers Music, Art, and Elective classes for all students. In addition to meeting the minimum requirement of In the 6th grade, students take Mandarin and Spanish for one semester and Violin and Art for a semester respectively. After successful completion of one academic school year, all 7th graders receive the option of taking either Mandarin and Spanish / and Art or Violin for a two year basis. Those that take Mandarin and Spanish for a two year period will receive high school credit for Mandarin I or Spanish I. Students also received the option to take Film, Musical Theater, and AVID electives afterschool on Fridays.

3. Identification of any barriers preventing access to a broad course of study for all students.

Only the restrictions of Special Educational needs and English language learning bar students from the full breadth of study available to all students at this school, in addition finding different strategies to support out of district transfers to ensure they are academically prepared for AIPCS II curriculum.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

In support of this desire for the widest course of study to be available, we continue to cultivate high expectations, college going culture and family spirit of support for all students. In addition, we have developed a districtwide ELD initiative that and follows students throughout their years at AIMS K-12. For students grades 6th-8th, courses will be expanded, Music Class offerings by including intro to Music, Violin I, Violin 2, Band I, and Band II. The LEA will also expand middle school offerings of Art by including Intro to Art, Art I, and Graphic Design. The LEA will also expand its Middle School Friday elective offerings, by including yearbook, Musical Theater, and Avid.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



African American



Green

Asian

Socioeconomically Disadvantaged



Blue

English Learners



Filipino

Hispanic

Homeless

Two or More Races

Students with Disabilities

White







No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic



No Performance Color

0% suspended at least once

Maintained 0%
Number of Students: 19

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

African American



Yellow

9.5% suspended at least once

Declined 4% ▼

Number of Students: 42

Asian



Green

2.2% suspended at least once

Declined 0.3% ▼

Number of Students: 93

Socioeconomically Disadvantaged



3% suspended at least once

Declined 4.2% ▼

Number of Students: 132

English Learners



Blue

0% suspended at least once

Declined 3% ▼

Number of Students: 47

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing boardat a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

0

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

Additional Comments

We ensure all of our students have access to standards-aligned instructional materials for use at home and school. Teacher credentialing continues to be a priority. Several teachers who are in need of clearing their preliminary credential participated in the induction program. We strive to provide a safe, respectful, and positive school environment which communicates caring and minimizes fears that might interfere with learning. Providing students a healthy and inviting learning environment where they are protected from physical and emotional harm is essential to the mission of our school.

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation

- 2. Rate the LEA's progress in creating welcoming environments for all families in the community.

 Full Implementation
- 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation and Sustainability

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

We provided professional development for our teachers at least 3 times per month. We also provided about 10 full days of professional development for teachers during the school year, this is to ensure that teachers have all the tools that they need to work with families. Teachers submit progress reports for students that are failing every three weeks and progress reports are mailed to families. Teacher meet with families at least once a year to discuss student academic progress and attendance participation.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In order to connect with student families as well as connect them to new information, we offered several venues throughout the year, including; weekly communication of announcements which is sent home through ParentSquare identifying important items coming up at the school to keep them informed, paper memos, SSC(School Site Council), ELAC (Family Advisory Committee), FAC (Family Advisory Committee) and grade division specific curriculum meetings for parents that are held in the beginning of the school year. We also conduct annual surveys for students and families to share with us how we are doing and areas that we can improve.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation and Sustainability

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation and Sustainability

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

AIPCS II has been able to successfully engage families of underrepresented families by leading and facilitating SSC meetings in where families are aloud to have a voice in the school community and decisions around funding expenditures and policies and procedures. The ELAC and DLAC has been a has been a strength in allowing parents of English Language Learners to have a say in the school communities program design and curriculum approach to support the success of learning. The focus area of improvement is translating all documentation in the following languages Vietnamese, Tirgrinya, Amharic, Cambodian to allow all families to be aware of school engagement opportunities, meetings and decision making to ensure their voice is heard.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

We conducted annual surveys to receive results on the school climate. The survey was given to K-8th students/families. Below are the results for students and families.

Family Survey Results:

- 1) I feel that I have a voice in my childs education. 86%
- 2) This school encourages me to be an active partner with the school in educating my child. 86%
- 3) This school keeps me well-informed about school activities. 91%
- 4) At school my child is able to do his/her work without worrying about his/her physical or emotional safety. 91%
- 5) This school has a supportive learning environment for my child. 91%

Student Survey Results

- 1) At school I am able to do my work without worrying about my physical and or emotional safety. 81%
- 2) I feel I am part of this school. 73%
- 3) Teachers and other grown-ups at school care about me. 79%

The impression based on the survey results are that families and students are feeling supported academically and socio-emotionally, however these are some students that are not feeling this support. We are affirming and supporting students positive behavior by rewarding them when Positive Behavior Intervention Supports (PBIS). We are enthusiastic with the responses from family and students in regards that students can do their work without worrying about their safety. Additionally, we excited to see that we are able to provide our students a healthy and inviting learning environments where they are protected from physical and emotional harm, this is essential to the mission of our schools. Based on these results we will continue to strive to reach 100% of our students feeling supported and AIPCS will continue to find strategies and programs to support these initiatives.

Select a School: American Indian Public Charter (Oakland) 6113807

Due to COVID-19 and lack of testing data, CCSA is supporting all schools.



CCSA Academic Accountability Report 2019-20

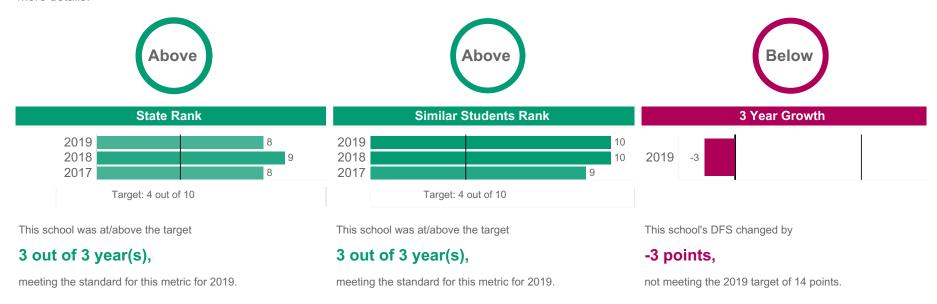
American Indian Public Charter (Oakland Unified)

Open Status 2019: Active DASS Status: Non-DASS

Charter Renewal Date: June 30, 2021

2019-20 INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



MULTIPLE MEASURE REVIEW:

Charter schools who do not meet at least one of the initial filters are invited to present additional measures for review:



Due to COVID-19 and a lack of state testing data, CCSA will support all schools renewing during 2020-21.

Click here to learn more about CCSA's Initial Filters

Similar students rank, esimtated DFS, and state rank are calculated using the October 9, 2019 release of the CAASPP file, and CCI is calculated using the CDE Dashboard data files released December 12, 2019. Click metric names to view information on each metric.

CCSA's Minimum Academic Accountability Criteria would not apply if a school participates in the DASS program or has fewer than 30 valid test takers. No report is generated for schools fitting these criteria.

SCHOOL PERFORMANCE OVERVIEW

American Indian Public Charter

Explore the performance of American Indian Public Charter under California's Accountability System.

Chronic Absenteeism



Suspension Rate



English Learner Progress



No Performance Color

English Language Arts



Mathematics



STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

 $Implementation \ of \ Academic \ Standards$

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

School Details

ADDRESS 171 12th Street **GRADES SERVED**

6-8

NAME

American Indian Public

Charter

WEBSITE

http://www.aimsk12.org

Oakland, CA 94607-4900

AMERICAN INDIAN PUBLIC CHARTER

Student Population

Explore information about this school's student population.

LEARN MORE

Enrollment

161

View More Information LEARN MORE

Socioeconomically Disadvantaged

76.4%

LEARN MORE

English Learners

26.7%

LEARN MORE

Foster Youth

AMERICAN INDIAN PUBLIC CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All StudentsState



Yellow

2.2 points below standard

Declined 19.6 Points EQUITY REPORT

Number of Student Groups in Each Color

0 Red

2 Orange

1 Yellow

1 Green

> **0** Blue

View More Details

LEARN MORE

Mathematics

All Students State



Green

30.4 points above standard

Declined 25.2 Points EQUITY REPORT

Number of Student Groups in Each Color

0 Red

0 Orange

2 Yellow

2 Green

0 Blue

View More Details

LEARN MORE

English Learner Progress

All StudentsState

55% making progress towards English language proficiency

Number of EL Students: 40

Progress Levels

Very High = 65% or higher High = 55% to less than 65% Medium = 45% to less than 55% Low = 35% to less than 45% Very Low = Less than 35%

View More Details

Local Indicators

STANDARD MET

View More Details

AMERICAN INDIAN PUBLIC CHARTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.



Chronic Absenteeism

All StudentsState



Blue

2.4% chronically absent

Maintained 0.3% EQUITY REPORT

Number of Student Groups in Each Color

0 Red

0 Orange

0 Yellow

2 Green

2 Blue

View More Details

Local Indicators

LEARN MORE

STANDARD MET

View More Details

AMERICAN INDIAN PUBLIC CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Suspension Rate

All Students State



Green

3.5% suspended at least once

Declined 2.5% EQUITY REPORT

Number of Student Groups in Each Color

0

Red

0 Orange

1 Yellow

2 Green

1 Blue

View More Details

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

View More Details
LEARN MORE

Parent and Family Engagement

STANDARD MET

View More Details
LEARN MORE

Local Climate Survey

STANDARD MET

View More Details



SELECT SCHOOL 1:

American Indian Public Charter - Oakland (6113807)

School Type: 1. Charter Total students: 161 Grades served: 6-8

171 12th Street

Oakland, CA 94607-4900 Authorizer: Oakland Unified Open Date: 09/01/1996

1. Site-Based

State Rank

Similar Students Rank

10 -4.0

Growth

CCI

SELECT SCHOOL 2:

Downtown Charter Academy - Oakland (0129635)

School Type: 1. Charter Total students: 305 Grades served: 6-8

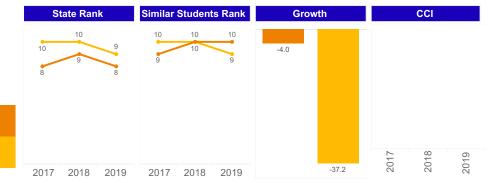
2000 Dennison Street Oakland, CA 94606-5201 Authorizer: Oakland Unified Open Date: 08/20/2014

-37.2

SCHOOL KEY

American Indian Public Charter

Downtown Charter Academy





SELECT SCHOOL 1:

American Indian Public Charter - Oakland (6113807)

School Type: 1. Charter Total students: 161 Grades served: 6-8

171 12th Street

Oakland, CA 94607-4900 Authorizer: Oakland Unified Open Date: 09/01/1996

1. Site-Based

State Rank

Similar Students Rank

Growth

CCI

10 -4.0

SELECT SCHOOL 2:

Roosevelt Middle - Oakland (6057087)

School Type: 0. Non-Charter Total students: 568 Grades served: 6-8

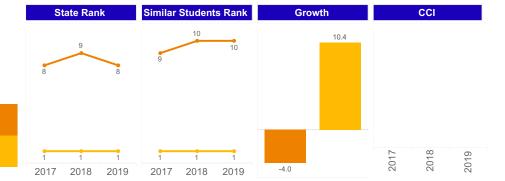
1926 19th Avenue Oakland, CA 94606-4170 Authorizer: Oakland Unified Open Date: 07/01/1980



SCHOOL KEY

American Indian Public Charter

Roosevelt Middle





SELECT SCHOOL 1:

American Indian Public Charter - Oakland (6113807)

School Type: 1. Charter Total students: 161 Grades served: 6-8

171 12th Street

Oakland, CA 94607-4900 Authorizer: Oakland Unified Open Date: 09/01/1996

1. Site-Based

State Rank

Similar Students Rank

10 -4.0

Growth

CCI

SELECT SCHOOL 2:

Westlake Middle - Oakland (6057095)

School Type: 0. Non-Charter

Total students: 307 Grades served: 6-8

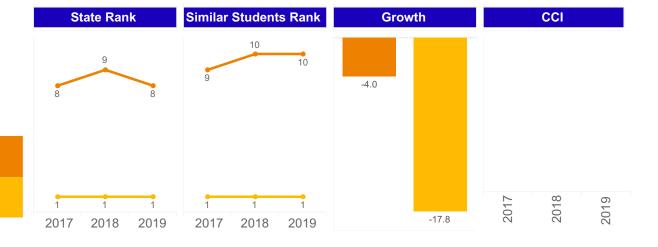
2629 Harrison Street Oakland, CA 94612-3813 Authorizer: Oakland Unified Open Date: 07/01/1980

1 - 17.8

SCHOOL KEY

American Indian Public Charter

Westlake Middle





SELECT SCHOOL 1:

American Indian Public Charter - Oakland (6113807)

School Type: 1. Charter Total students: 161 Grades served: 6-8

171 12th Street

Oakland, CA 94607-4900 Authorizer: Oakland Unified Open Date: 09/01/1996

1. Site-Based

State Rank

Similar Students Rank

Growth

CCI

10 -4.0

SELECT SCHOOL 2:

West Oakland Middle - Oakland (0115626)

School Type: 0. Non-Charter Total students: 199 Grades served: 6-8

991 14th Street

Oakland, CA 94607-3230 Authorizer: Oakland Unified Open Date: 07/01/2007

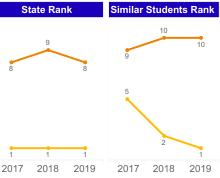


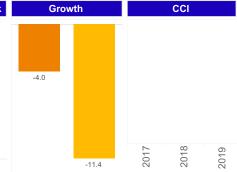
-11.4

SCHOOL KEY

American Indian Public Charter

West Oakland Middle





Appendix iii: Charter Performance Report

CHARTER RENEWAL PERFORMANCE REPORT - INSTRUCTIONS

Background

According to Board Policy 0420.4 - Philosophy, Goals and Objective; Charter Schools:

...Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, public governance systems, and multiple measures for evaluating the educational program...

Filings that request charter renewal must include, but not be limited to, reporting of: fiscal accountability systems, public governance systems, multiple measures for evaluating the educational program, and student performance data.

Therefore, in keeping with this policy, the Office of Charter Schools (OCS) asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points and information that may not be available through other sources.

Goals

- Highlight unique areas of success from the charter school's perspective beyond traditional academic measures
- Provide guidance for OCS for further inquiry during the renewal site visit
- Collect additional information related to OCS priority areas that may not be available elsewhere in the petition

Guidelines

The performance report includes requests for descriptive responses as well as data tables. Where descriptive responses are requested, please provide comprehensive yet concise responses. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

A draft of this report needs to be submitted to OCS staff (charteroffice@ousd.org) via e-mail in Word format at least 2 weeks before either the renewal site visit or the submission of the charter renewal request, whichever is earlier. The final draft of this Performance Report needs to be submitted as an Appendix in the Renewal Charter Petition.

Measurable Pupil Outcomes (MPOs): Please update your school's MPOs in the Reporting Center for all years of the current charter term by the same deadline as the performance report (2 weeks before the renewal site visit or charter renewal request submission, whichever is earlier). Please note, the District is transitioning away from the Collective MPOs that many charter schools adopted previously. A simplified MPO template will be posted on the <u>Petitioner Resources page</u> of the OCS website.

CHARTER RENEWAL PERFORMANCE REPORT — OPEN RESPONSES

1. Instruction

Describe any unique schoolwide instructional practices that have positively impacted student outcomes.

- Blended Learning
- Small group instruction
- ELD support
- Sp.Ed. Support
- After School Tutoring
- Saturday School
- Peer Tutoring
- 30/30/30 Mode in ELA and Math (30 mins direct instruction, 30 mins cooperative and independent learning, 30 minutes of blended learning).

For more information, please refer to our AIMS MS Curriculum page(https://docs.google.com/document/d/1udza-GJeU2C4xcczXt73KnBs1rFc2cjvICgFmlbVQa4/edit?usp=sharing)

2. Areas of Success

Describe any unique areas of success beyond traditional academic measures.

- Sports Championships
- Student government
- Manhood and Womanhood development programs
- Techbridge engineering club
- Debate club championships
- Musical Theater
- Band
- Restorative Justice Program
- Social emotional counseling for students
- Case management for families
- PBIS (Positive Behavioral Interventions and Supports)

Please refer to our AIMS MS achievement file

(https://drive.google.com/drive/folders/1Fle2Z94kEY8zGVbBqW8DVjaVAX8uK_EO?usp=sharing)

3. Diversity of student enrollment

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners, students with disabilities, or of homeless status)?

AIMS MS participates in Oakland Enrolls. We also use diverse postings for enrollment to show that we are inclusive. We are very transparent and direct regarding the fact that students with disabilities are welcome to apply and enroll.

For further information, please refer to our diversity in enrollment plan (https://docs.google.com/document/d/1DnmpwHDHTmy4To8MhAgH342NuXMNCQzs0a5sexXFrfc/ed it?usp=sharing)

4. Student engagement

Are there opportunities for students to be involved in decision-making and the governance of the school?

AIMS MS has an active SGA program.

Student government is elected by their peers and leads many of the student engagement activities and procedures.

What is an example of a change you have made to the school based on student feedback? Students in AIMS MS have a spring and fall spirit week. This shift in scheduling was done as a decision of SGA. Additionally AIMS SGA is responsible for planning all spirit week activities including grade level competitions, festivals, and prep rallies.

5. Family engagement

How do families voice concerns?

Families are able to voice concerns in numerous ways such as via email access to all staff, teachers, and head of divisions, via phone (ring central app), and also through the platform parentsquare. AIMS MS staff are on campus daily to assist parents with any additional concerns.

Are there opportunities for families to be involved in decision-making and the governance of the school?

AIMS MS has a LCAP Advisory Committee, an ELAC, and a Family Advisory Committee.

What is an example of a change you have made to the school based on family feedback? Through feedback from ELAC, AIMS had a Parent ELL class last year and will continue this practice this year.

Through FAC there was a need for parenting classes this occurred last year, and will continue this year.

Please refer to our parent engagement report for further information (https://drive.google.com/file/d/1yfFGxRSq29ittxgiYj xlRB-aDSdBBp8/view?usp=sharing)

6. Teacher engagement

Are there opportunities for teachers to be involved in decision-making and the governance of the school?

AIMS MS has lead teachers for each grade level. These teachers support the work of their colleagues and act as a liaison to between their colleagues and administration

What is an example of a change you have made to the school based on teacher feedback? Teachers requested that students come to them as opposed to them moving classroom to classroom. This change was implemented during the 2018-2019 School year. Lead teachers spearheaded the creation of novel study units that their colleagues used. While school administration and operations spent a great deal of time incorporating legal and medical plans for learning continuity, teachers were invited into the details of best practices that have led to adjustments in overall plans. An example of that includes the management of the LMS and the focus for professional development on the most needed and helpful programs. Teacher struggles also led to hiring the administrative assistant who will focus most of his energy on supporting teachers (and students) in their technology use.

7. Performance of key student groups

How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement?

(a) English learners

AIMS MS has an extensive ELD program which does pull out and push in work. In addition, there is a Newcomer class. AIMS MS has invested in Rosetta Stone to accelerate the BICS (Basic Interpersonal Communication Skills) to lead to greater success in CALP (Cognitive Academic Language Proficiency). We are working on improving the number of reclassified students.

(b) students with disabilities

In 2018, AIMS developed an independent Special Education department to fill the need for quality services and support for students with disabilities (SWD's). AIMS currently employs one Resource Specialist and Instructional Aide for K-8th, and a Special Education Coordinator/ High School Resource Specialist. Supplementary services such as Speech, Occupational Therapy, and School Psychology are provided by the OUSD SELPA on the two AIMS Campuses. SWDs receive both push in and pull out services as well as executive functioning and study skills classes. AIMS Sp.Ed. teachers also provide professional development to our general education teachers.

(c) students in need of remediation

Peer tutoring, blended learning, after school tutoring, and Saturday School are all employed to support students who are struggling with increasing (tier) focus. Other than classroom teacher reteaching, the peer tutoring for a limited time, followed by teacher assessment has been very successful for students who have missed out on one or two lessons. Students needing more significant remediation have found success with ALEKS, Quill, Rosetta Stone, and Standards Plus work. A significant percentage of students who began the year two or more grades below level in Math improved up to or nearly to grade level by the second semester. After school tutoring and Saturday school continue to be places of targeted support for students who need a quiet, or stable environment for their academic remediation focus, in addition to receiving help from two or more educators whom the student knows.

(d) advanced students performing above grade level, and

Advanced students have similar opportunities to continue their work beyond what is being currently covered in their classrooms using ALEKS, Quill, Standards Plus, and even Rosetta Stone. Teachers support these students by connecting them to more advanced resources.

(e) any other student groups you are paying particular attention to

Students who struggle with housing and food insecurity are being addressed through the FRPM and contact with the District Counselor and Parent Coordinator. We continue to seek ways to support students or families who do not share their insecurity status with us as well as we are able, upon finding that information.

8. Governance

Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?

The board holds three committee meetings and one board meeting monthly. Staff presents at all meetings. Dates, locations, times, and material are posted within the Brown Act requirement. The meeting agendas have space for community comments including that of teachers, students, and parents. Contact for all board members is publicly posted.

Board members are invited to various school events as well campus walkthroughs throughout the year.

Does the governing board evaluate the school leader? If so, how?

The board does not evaluate the school leader. The CEO/Superintendent is the sole employee of the board and is evaluated yearly according to the terms of her contract.

Provide an example of a recent issue or policy that the board is working on.

The board recently updated its bylaws and UCP (https://static1.org/board-other-docs & https://static1.squarespace.com/static/5c7f148ef8135a6324962c34/t/5f4e8909de11693fefc3928d/1 598982411604/Revised_AIMS_Charter_Schools_Uniform_Complaint_policy.7.20.2020.pdf)

9. Innovation

What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?

ALEKS (supplemental Math Curriculum)

Rosetta Stone (Supplemental curriculum for World Languages & ELD support)

Novel Based ELA Curriculum

Extended instructional time for ELA & Math (90 min M-F for each)

After School Tutoring by the Teachers

Academic Saturday School

10. Verified Data (only applicable to schools meeting the middle or low renewal tier criteria; OCS may follow up with further requests around this data, including the raw data.)

For data that the school considers to be meeting the Ed Code definition¹ of "verified data", please include a summary of the results from your school's verified data.

Please also describe how and to what extent the data shows (a) evidence that the school achieved measurable increases in academic achievement (defined by at least one year's progress for each year in the school) and/or (b) evidence of strong postsecondary outcomes (defined by college enrollment, persistence, and completion rates equal to similar peers).

¹ "Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (see Ed Code 47607.2(c)(1))

CHARTER RENEWAL PERFORMANCE REPORT - DATA REQUEST

Demand/Waitlist Information (only for incoming grade levels: K, 6, 9)

Demand, waithst init	Demand, Warthst Information (only for incoming grade levels. K, 6, 5)							
Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)			
		К	180	100	30			
EXAMPLE	4/1/18	6	115	100	5			
		9	90	100	0			
		K						
Year 1	3/2/16	6	126	60	50			
		9						
		K						
Year 2	3/7/17	6	225	61	150			
		9						
		K						
Year 3	3/6/18	6	214	56	110			
		9						
		K						
Year 4	3/8/19	6	218	75	95			
		9						
		K						
Year 5	3/9/20	6	213	76	40			
		9						

Pupil Mobility

Chudant Craus		<u>Number</u> of Students			Percent of Total Enrollment			ment
Student Group	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Students who joined the school after the first day of school	10	10	13	15	6.9	6.8	8.1	5.1
Students who left the school during the school year	4	7	14	7	2.7	4.8	8.7	3.0

Enrollment (for Year 5 of current charter term)

Student Group	<u>Number</u> Enrolled	Percent of Total Enrollment
Total Enrollment	237	
Asian	75	31.64%
Black or African American	47	19.83%

Page 7

Charter Renewal Performance Report

Filipino	0	0
Hispanic or Latino	21	8.86%
Native American or Alaskan Native	0	0
Native Hawaiian or Pacific Islander	0	0
White	10	4.10%
Two or More Races	4	1.67%
Race Not Reported	1	.42%
Male	130	54.85%
Female	107	45.14%
Homeless Students	0	0
Foster Youth	0	0
FRPM-Eligible/Economically Disadvantaged	179	75.53%
English Learners	114	48.10%
Special Education/Students with IEPs	7	2.95%

^{*} If official data for certain student groups are not yet available, please provide the most updated unofficial number.

Expulsions

Student Group	Year 1	Year 2	Year 3	Year 4
Schoolwide	0	0	0	0
Asian	0	0	1	0
Black or African American	0	0	0	1
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Native American or Alaskan Native	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0
Race Not Reported	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Homeless Students	0	0	0	0
English Learners	0	0	0	0

Page 8
Charter Renewal Performance Report

Students with Disabilities	0	0	0	0
Students with Disabilities	0	U	0	U

Graduation Information (High Schools only) - For Year 4 of current charter term

Cohort Graduation Rate	N/A
Cohort Dropout Rate	N/A

If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.

Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

	Year 1	Year 2	Year 3	Year 4
% attending 4-year college				
% attending 2-year college				
% attending vocational/ technical training				
% joined military				
% working exclusively				

Teacher Recruitment/Retention (for each year of current charter term)

	Year 1 16-17	Year 2 17-18	Year 3 18-19	Year 4 19-20	Year 5 20-21
Total # of classroom teachers	8	7	7	11	8
# of new classroom teacher hires	4	5	3	6	1
# of classroom teachers retained from prior year	4	2	4	4	8
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	2	1	1	2	0
# of currently vacant classroo	om teaching po	sitions (FTEs)			1

Teacher Ethnicity (for Year 5 of current charter term)

Total # of classroom teachers	8
# Asian	0
# Black or African American	3

# Hispanic or Latino	2
# White	3
# Other Ethnicity or Missing	0

CHARTER RENEWAL PERFORMANCE REPORT — FACILITIES AND PROPOSED MATERIAL REVISIONS/SUBSTANTIAL CHANGES

Facilities

Please respond to the following:

Does the school's current lease extend through the end of the requested charter term? If not, please describe your plans for a facility solution.

N/A

Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term?

Yes. The charter school will be applying for district facilities for Prop 39 during the course of the upcoming charter term.

Proposed Material Revisions/Substantial Changes

Note: Material revision requests typically will need to be submitted *separately* from the renewal petition (i.e. not embedded in the renewal petition). Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:

If applicable: Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas:

- Substantial changes to the educational program N/A
- Changes in grade levels to be served N/A
- Increasing the enrollment cap
- Changes to lottery preferences or admission procedures N/A
- Changes to the governance structure N/Δ

 Adding or changing school location (with the exception of moving into a District-owned facility)

N/A

• Entering into or revising a contract with a Charter Management Organization

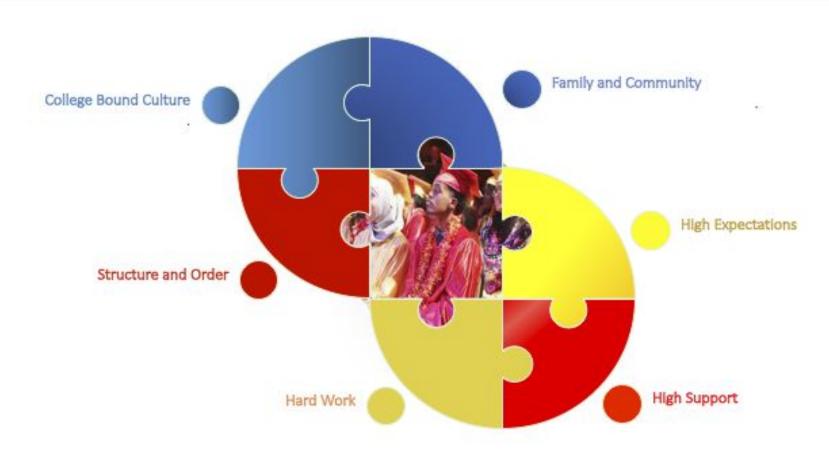
The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the OCS Material Revision Handbook for more detailed information.

N/A

Appendix iv: AIMS Model

The AIMS Model





- Consistent Pedagogy and Practice
- Diversity And Inclusion
- Consistent Learning Environments
- Strong Leadership
- Professional Development
- Use of Data To Inform Practice
- Observation, Feedback, and Evaluation
- Uniforms Grades K-12
- Homework Standards
- Communication And Transparency With Families And Community
- High Expectation of Behavior
- Intervention and Retention When Needed
- Extended Learning Day And Year

Why Do We Insist On Fidelity To The Model?

- For something to collapse, not all systems have to shut down. In most cases, just one system is enough. For example, the human body is a system of systems. If just one system, such as the cardiovascular system, shuts down, death follows.
 - -Robert Kiyosaki

Appendix v: Retirement System

STAFF RETIREMENT SYSTEM

Governing Law: The manner by which staff members of OP will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Retirement Benefits & Eligibility:

The Human Resource Department oversees the retirement plans for the AIMS school district.

All eligible classified staff at the Charter School shall be covered by Public Employees Retirement System (PERS). After 5 years, certificated employees will be matched for 5% of their total contribution.

Staff contribute who contributes

The Charter School certificated employees have access to an optional 403(b) plan on a pre-or post-tax basis up to the federal limits.

Mandatory employer contributions such as workers compensation, unemployment insurance, and Medicare will be made by the Charter School. Health, dental, vision and life insurance related (list all Benefit and how it works, provide)

Add cost of life insurance

What 403(b) offers:

403(b) plans are tax-advantaged retirement savings programs provided by certain employers. Employers such as public educational institutions (public schools, colleges and universities), certain non-profits, and churches or church-related organizations may offer 403(b) plans. Employers such as state and local government agencies and certain non-profit organizations may offer 457(b) plans. Some employers may offer both 403(b) and 457(b) plans, and allow you to contribute to both plans.

Find general information about these plans on the Internal Revenue Service's ("IRS") website (IRS 403(b) webpage and IRS 457(b) webpage).

Similar to 401(k) plans, 403(b) and 457(b) plans can offer two account options, traditional and Roth. Traditional 403(b) and 457(b) accounts allow you to contribute pre-tax money directly from your paycheck to your 403(b) or 457(b) plan to invest in certain investment products. These pre-tax contributions and their investment earnings will not be taxed until you withdraw the money, typically after you retire. Roth 403(b) and 457(b) accounts allow you to contribute after-tax money. The earnings in these accounts are not taxed when you withdraw the money. This allows you to withdraw tax-free income during retirement. For additional information on these rules and tax consequences, please consult a tax professional. Also find information about choosing a Roth account on the IRS's website.

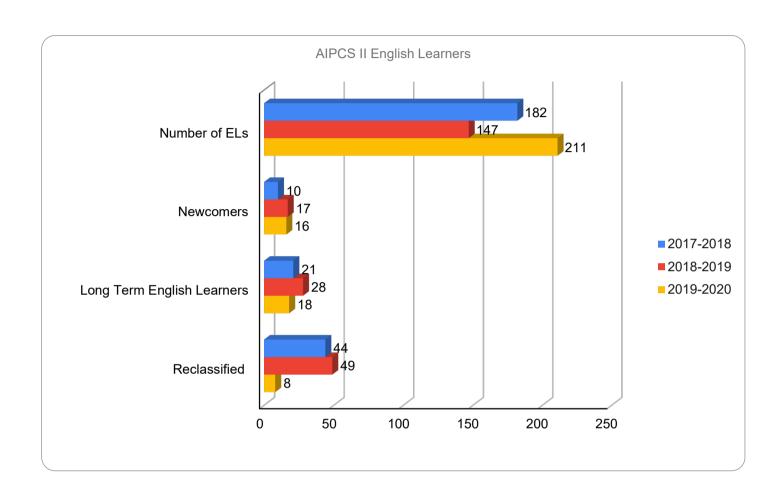
Benefits:

AIMS Charter district provides health insurance for their employees, with health cost at an average of % of salaries. This cost is to primarily provide coverage for its employees through Kaiser Permanente (medical), Humara (dental) and Vison plan (name). This covers the full cost of full-time employees and % of part-time employees. Life Insurance ----

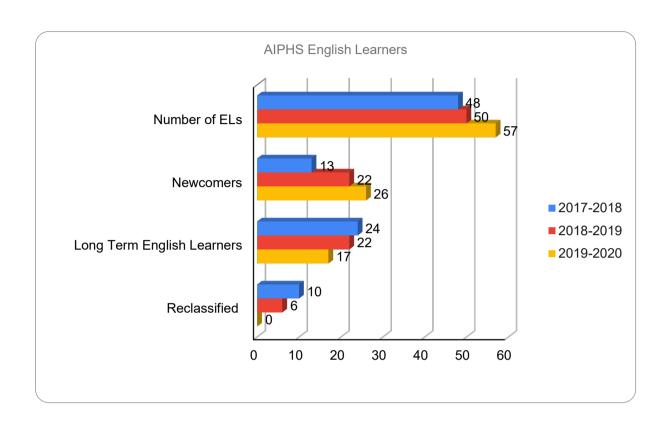
Appendix vi: ELD Newcomer Support

	2017-2018	2018-2019	2019-2020			
Number of ELs	32	45				
Newcomers	6	17		1		
Long Term English Learners	11	16				
Reclassified	8	6	8			
	AIPCS I	English Learners			`	
	1	1 1		1		
_		32				
Number of ELs			45			
				66		
	6					
Newcomers	14	'				
				■2	2017-2018	
	11_			2	2018-2019	
Long Term English Learners	16			_2	2019-2020	
		27				
<u> </u>						
	8					
Reclassified	6 8					
		<u> </u>				
	0 10 20	30 40	50 60	70		
	I		I	1)

	2017-2018	2018-2019	2019-2020
Number of ELs	182	147	211
Newcomers	10	17	16
Long Term English Learners	21	28	18
Reclassified	44	49	8



	2017-2018	2018-2019	2019-2020
Number of ELs	48	50	57
Newcomers	13	22	26
Long Term English Learners	24	22	17
Reclassified	10	6	0



Lexile- 4/24/20	Lexile Level
33 out of 61	On Grade Level
20 out of 44	On Grade Level
20 out of 49	On Grade Level
3 out of 29	On Grade Level
26 out of 52	On Grade Level
39 out of 70	On Grade Level
32 out of 52	On Grade Level
64 out of 82	On Grade Level
27 out of 52	On Grade Level
16 out of 44	On Grade Level
8 out of 32	On Grade Level
34 out of 64	On Grade Level
36 out of 52	On Grade Level
35 out of 52	On Grade Level
26 out of 53	On Grade Level
16 out of 53	On Grade Level
48 out of 64	On Grade Level
30 out of 52	On Grade Level
387	Proficient
58 out of 82 29 out of 52 15 out of 44 345 39 out of 64 44 out of 68 43 out of 64	On Grade Level On Grade Level On Grade Level Proficient On Grade Level On Grade Level On Grade Level
43 out of 64 50 out of 68 16 out of 53 30 out of 64 34 out of 57 32 out 64	On Grade Level

31 Kindergarten English Learners

71 Kindergarteners

0 not at grade level
31 at grade level
44% Kinders are ELs
0% ELs below reading level
100% ELs at grade level

0% 100%

Lexile- 4/24/20	Lexile Level
866	Advanced
BR	Basic
2	Basic
2	Basic
2	Basic
	Basic
	Basic
BR	Basic
	Basic
	Basic
	On Grade Level On Grade Level
	Proficient Proficient
	Proficient
437	Proficient
	Proficient
	Proficient
197	Proficient

29 1st grade English Learners
20 not at grade level
69%
9 at grade level
31%
42% 1st grader are ELs
69 1st graders
29% ELs below reading level

13% ELs at grade level

Lexile- 4/29/20	Lexile Level
	828 Advanced
	350 basic
	365 basic
	341 basic
	378 basic
	346 basic
	347 basic
	404 basic
	266 basic
	355 basic
	363 basic
	385 basic
	397 basic
	249 basic
	231 below basic
	BR below basic
	BR below basic
	182 below basic
	131 below basic
	BR below basic
	133 below basic
	139 below basic
	BR below basic
	571 proficient
	633 proficient
	519 proficient
	558 proficient 521 proficient
	521 proficient 580 proficient
	442 proficient
	576 proficient
	446 proficient
	570 proficient

33 2nd grade English Learners
22 not at grade level
67%
11 at grade level
33%
45% 2nd grader are ELs
74 2nd graders
30% ELs below reading level
15% ELs at grade level

sx

Lexile- 4/24/20		Lexile Level
9	80	Advanced
4	86	Basic
3	96	Basic
4	34	Basic
4	17	Basic
3	94	Basic
3	43	Basic
3	70	Basic
		Basic
4	44	Basic
BR		Below Basic
2	48	Below Basic
3	04	Below Basic
1	27	Below Basic
	 3R	Below Basic
		Below Basic
		Proficient
5	65	Proficient
The second se		Proficient
		Proficient Proficient
		Proficient Proficient
		Proficient
		Proficient
5	27	Proficient

29 3rd grade ELs
15 not at grade level
52%
14 at grade level
48%
41% 3rd graders are ELs
71 3rd graders
21% ELs below reading level
20% ELs at grade level

Lexile- 4/24/20	
972	Advanced
729	Basic
639	Basic
538	Basic
678	Basic
615	Basic
669	Basic
720	Basic
669	Basic
682	Basic
719	Basic
582	Basic
658	Basic
	Basic
	Basic
672	Basic
	Basic
	Basic
• • • • • • • • • • • • • • • • • • • •	Basic
	Below Basic
	Below Basic
	Below Basic
	Below Basic
	Below Basic
767	Proficient
853	Proficient
795	Proficient
	Proficient
	Proficient
829	Proficient

30 4th grade ELs
23 not at grade level
77%
7 at grade level
23%
37% 4th graders are ELs
82 4th graders
28% ELs below reading level

9% ELs at grade level

Lexile- 4/29/20	Lexile Level
711	Basic
812	Basic
744	Basic
661	Basic
729	Basic
768	Basic
719	Basic
444	Below Basic
546	Below Basic
377	Below Basic
589	Below Basic
587	Below Basic
475	Below Basic
923	Proficient
869	Proficient
961	Proficient
856	Proficient
861	Proficient

18 5th grade ELs	13 not at grade level	72 %%
	5 at grade level	28%%
	27% of 5th graders are ELs	
76 5th graders	17% ELs below reading level	

.065% ELs at grade level

Last Name	Lexile- 4/29/20	Lexile Level
zaot Italiio	811	Basic
	875	Basic
	772	Basic
	885	Basic
	814	Basic
	833	Basic
	799	Basic
	774	Basic
	851	Basic
	134	Below Basic
	695	Below Basic
	633	Below Basic
	BR	Below Basic
	224	Below Basic
	298	Below Basic
	600	Below Basic
	604	Below Basic
	697	Below Basic
	488	Below Basic
	409	Below Basic
	993	Proficient
	1004	Proficient Proficient
	947	Proficient

23 6th grade ELs	20 not at grade level	87%
	3 at grade level	13%
	28% of 6th graders are ELs	
83 6th graders	24% ELs below reading level	
.036% ELs at grade level		

Last Name	Lexile- 4/29/20	Lexile Level
	837	Basic
	826	Basic
	807	Basic
	533	Below Basic
	728	Below Basic
	385	Below Basic
	671	Below Basic
	657	Below Basic
	26	Below Basic
	549	Below Basic
	591	Below Basic
	524	Below Basic
	705	Below Basic
	483	Below Basic
	1004	Proficient

15 6th grade ELs	14 not at grade level	93%
	1 at grade level	0.067
	10% of 6th graders are ELs	
58 6th graders 24% ELs below reading lev		
	.017% ELs at grade level	

Last Name	Lexile- 4/29/20	Lexile Level
East Harris	910	Basic
	819	Basic
	888	Basic
	985	Basic
	784	Basic
	886	Basic
	788	Basic
	946	Basic
	847	Basic
	879	Basic
	739	Below Basic
	663	Below Basic
		Below Basic
	615	Below Basic
	363	Below Basic
	749	Below Basic
	579	Below Basic
	542	Below Basic
	490	Below Basic
		Below Basic
	_	Below Basic Below Basic
		Below Basic
		Below Basic
	1081	Proficient

25 7th grade ELs	24 not at grade I	96%
	1 at grade level	0.04

31% of 7th graders are ELs

80 7th graders 30% ELs below reading level .0125% ELs at grade level

Last Name	Lexile- 4/29/20	Lexile Level
	1130	Advanced
	832	Basic
	870	Basic
	956	Basic
	839	Basic
	870	Basic
	648	Below Basic
	583	Below Basic
	716	Below Basic
	506	Below Basic
	494	Below Basic
	561	Below Basic
	571	Below Basic
	532	Below Basic
	546	Below Basic
	1085	Proficient

16 7th grade ELs

2 at grade level
20% of 7th graders are ELs

80 7th graders
18% ELs below reading level
.03% ELs at grade level



19 8th grade ELs
14 not at grade level
5 at grade level
26% of 8th graders are ELs
72 8th graders
19% ELs below reading level

.07% ELs at grade level

Last Name	Lexile- 4/29/20	Lexile Level
	1255	Advanced
	888	Basic
	868	Basic
	75	Below Basic
	BR	Below Basic
	562	Below Basic
	376	Below Basic
	675	Below Basic
	1023	Proficient
	1108	Proficient

10 8th grade ELs 7 not at grade level 70%
3 at grade level 30%
14% of 8th graders are ELs
69 8th graders 10% ELs below reading level

.043% ELs at grade level

Last Name	Lexile- 4/29/20	Lexile Level
	1292	
	1284	Advanced
	1012	Basic
	920	Basic
	865	Basic
	910	Basic
	951	Basic
	960	Basic
	991	Basic
	857	Basic
	922	Basic
	88	Below Basic
	674	Below Basic
	577	Below Basic
	218	Below Basic
	242	Below Basic
	215	Below Basic
	507	Below Basic
	323	Below Basic
	219	Below Basic
		Below Basic
	–	Below Basic Below Basic
		Below Basic
		Below Basic
		Below Basic
	N/A	
	N/A	

28 9th grade ELs	24 not at grade level	85%
	2 at grade level	0%
	20% of 9th graders are ELs	
138 9th graders	17% ELs below reading level	
	.014% ELs at grade level	

Last Name	Lexile- 4/29/20	Lexile Level
	960	Basic
	1059	Basic
	670	Below Basic
	530	Below Basic
	99	Below Basic
	664	Below Basic
	462	Below Basic
	885	Below Basic
	364	Below Basic
	676	Below Basic
	319	Below Basic
	580	Below Basic
	50	Below Basic
	BR	Below Basic
	1088	Proficient
	1144	Proficient

16 10th grade ELs

14 not at grade level
2 at grade level
13%
14% of 10th graders are ELs

116 10th graders
12% ELs below reading level
.017% ELs at grade level

Last Name	Lexile- 4/29/20	Lexile Level
	1058	Basic
	1018	Basic
	891	Below Basic
	700	Below Basic
	565	Below Basic
	723	Below Basic
	875	Below Basic
	910	Below Basic
	762	Below Basic
	857	Below Basic
	506	Below Basic
	523	Below Basic
	N/A	

13 11th grade ELs	12 not at grade level	92%
	0 at grade level	0%
	16% of 11th graders are ELs	
83 11th graders	14% ELs below reading level	
	0% ELs at grade level	

Last Name	Lexile- 4/29/20 Lexile Level	3 12th grade ELs	3 not at grade level	100%
	700 <mark>1. Below Basic</mark>		0 at grade level	0%
	735 <mark>2. Below Basic</mark>		.04% of 11th graders are ELs	
	762 3. Below Basic	75 12th graders	.04% ELs below reading level	
			0% ELs at grade level	

Appendix vii: Bylaws

BY-LAWS OF AMERICAN INDIAN MODEL SCHOOLS

Article 1 OFFICES

Section 1. CORPORATE NAME

The name of this corporation is American Indian Public Schools. ("Schools")

Section 1.2 PRINCIPAL OFFICE

The principal office of the corporation shall be located at 171 12th Street, Oakland, California 94607 in Alameda County of California.

Section 1.3 OTHER OFFICES OF THE CORPORATION

The corporation may also establish branch or subordinate offices at any place or places within or without the state of California, where it is qualified to conduct its activities.

Article 2 PURPOSES

Section 2. PURPOSES

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the American Indian Model Schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The specific purposes for which this corporation is organized are to meet the academic, social, cultural and developmental needs of students, and in an environment that respects the integrity of the individual student and diverse cultures and knowledge and which creates educational partnerships among teachers, students, parents, and the wider community consisting of individuals businesses, institutions and cultural organizations.-

Section 2.1 POLICY OF NONDISCRIMINATION

American Indian Model Schools is a non-sectarian in its programs, policies, employment, practices and all other operations. As a public charter school, it does not charge tuition, or discriminate on the basis of race, national origin, gender, sexual orientation, religion or spiritual practice or disability.

Article 3 BOARD OF DIRECTORS

Section 3. GENERAL POWER

The Board shall conduct and direct the affairs of the Corporation and exercise its powers, subject to the limitations of the California Corporations Code, the Articles of Incorporation, and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdictions. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Section 3.1 SPECIFIC POWERS

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the fully responsible for the operation of the operations and fiscal affairs of the American Indian Model Schools including, but limited to the following:

- . Elect and remove Directors
- . Set policies for schools and organization
- . To call, hold, and conduct meetings of the Corporation's Board in accordance with the Ralph M. Brown Act (Government Code §§54950 et. seq.) ('the Brown Act"].
- . Hire, supervise, evaluate, discipline and dismiss the Superintendent of AIMS
- . Approve contractual agreements
- . Approve and monitor the implementation of general policies of AIMS.
- . Approve and monitor AIMS annual budget and budget revisions.
- . Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of AIMS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of AIMS.
- . Contract with an external independent auditor to produce an annual financial audit according to generally accepted account practices.
- . Approve annual independent fiscal audit and performance report
- . Establish operational committees as needed.

- . Borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore.
- . Engage in ongoing strategic planning.
- . Act as a hearing body and take action on recommended student expulsions.
- . Change the principal office of the principal business office in California from one location to another
- . Amend the Articles of Incorporation and By-laws

Section 3.2 NUMBER OF DIRECTORS AND QUALIFICATIONS

The corporation shall have at least five (5) and no more than fifteen (7) directors and collectively they shall be known as the Board of Directors. The number may be changed by amendment of these Bylaws, or repeal of these Bylaws and adoption of new Bylaws, as provided in these Bylaws.

The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the corporation and a dedication to its charitable endeavors. The desired qualifications for serving as a director are a business owner/managers from the Bay Area; a person with background in finance, investments city business and/or banking; a person with educational leadership experience and background; a persona affiliated, or has been affiliated with a college or university; one director may be a university student, and/or alumni of AIMS Charter Schools a person with a fund development background; and a person affiliated or familiar with commercial real estate expertise.

Section 3.3 NOMINATION, ELECTION AND TERM OF OFFICE

- (a) Nomination The President of the board shall appoint a Board Nominating committee to nominate qualified candidates for election to the board at least 40 days before the date of any election of directors. The Board Nominating Committee shall make its report at least 10 days before the date of the election, or as such other time that the board may act, and the secretary or president shall forward to each member of the board of directors, with notice of meeting required by the Bylaws, a list of candidates nominated by the committee.
- (b) Election The Board shall elect all Directors, whether due to vacancy, completion of term of office, or otherwise, by the vote of a majority of the Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole renaming Director.
- (c) Time of Elections The Board shall elect Directors at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose. Each new Director shall take office at the conclusion of the Annual Meeting at which he/she is elected.
- (d) TERMS OF OFFICE Terms of office for each director shall typically be four (4) years, with

new directors seated at the annual board meeting and with terms staggered so that, as near as possible, one half of the Board comes to the end of their term each year. A director may serve no more than two consecutive four-year terms. Upon a showing of special circumstances, a director may request, and with Board approval, be appointed to a one-year term.

Section 3.4 COMPENSATION

Directors and members of committees shall receive no compensation for their services as directors, but may receive just and reasonable reimbursement for expenses.

Section 3.5 RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these Bylaws not more than twenty-five percent (25%) of persons serving on the board may be interested persons. For purposes of this section, "interested persons" mean either:

- (a) Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full-or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or
- (b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in law or father-in-law of any such person.

However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the corporation

Section 3.6 VACANCIES

Vacancies on the Board of Directors shall exist (1) on death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

The Board of Directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under in Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

Directors may be removed without cause by a majority of the directors then in office. Any director missing two consecutive board meetings is subject to removal. Said removal can be effectuated through majority vote of those directors' present.

Any director may resign effective upon given written notice to the Chairperson of the Board, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the attorney general.

Vacancies on the board may be filled. Directors nominated to fill vacancies may be elected by majority vote at any regular or special meeting.

A person elected to fill a vacancy as provided by this Section shall hold office until the end of the term they are filing or until his or her death, resignation or removal from office.

Section 3.7 NON-LIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

Section 3.8 INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

To the fullest extent permitted by law, this corporation shall indemnify its Directors, officers, employees and other persons described in Corporations Code section 5238(a), including persons formerly occupying such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding" as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board by any person seeking indemnification under Corporations Code Section 5238(b) or (c), the Board shall decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or (c) has been met, and if so, the Board may authorize indemnification.

To the extent that a person who is, or was, a director, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in the defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

Article 4 MEETINGS OF THE BOARD

Section 4. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation or the publicly noticed location stated on an agenda posted in compliance with the Brown Act. Any meeting regular or special, may be held by conference telephone or any conferencing technology, so long as all director's participation in such a meeting can hear each other and all other applicable legal requirements are complied with including, but not limited to "the Brown Act" Cal. Gov. Code § 54950 et seq.

Section 4.1 MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT

Any Board meeting may be held by telephone conference, video conferencing/screen communication,

or other video/screen communications equipment. Participation in such a meeting shall constitute in person presence if all the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members;
- (b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objective to, a specific action taken by the Corporation;
- (c) The Board has adopted and implemented a means of verifying both of the following: A person communication by telephone, video conferencing/communication screen, or other communications equipment is a director entitled to participate in the Board meeting; and
- (d) All statements, questions, actions or votes were made by the director and not by another person not permitted to participate as a director.

The meeting must meet all the requirements of the Brown Act (Government Code section 54950 et. seq.).

Section 4.2. REGULAR AND ANNUAL MEETINGS

Regular meetings of directors shall be held at least quarterly, at such date and time as determined by the Board of Directors. Regular meetings shall typically be held on the third Tuesday of each month at the publicly noticed location.

This corporation makes no provision for members, therefore, at the annual meetings of directors held on the third Tuesday of June, unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day. Directors shall be elected by the Board of Directors in accordance with this section.

Section 4.3 SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the President, the Vice President, the Secretary, or by any two directors, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons call the meeting, and in the absence of such designation, at the principal office of the corporation. Any and all special meetings must comply with all applicable laws, including but not limited to "the Brown Act" Cal. Gov. Code § 54950 et seq.

Section 4.4 EMERGENCY MEETINGS – Emergency meetings may be held for those limited purposes as specified in the Brown Act. Notice and posting of agendas shall be made in accordance with the Brown Act. An "emergency" as defined in Government code, section 54956.5 includes "matters upon which prompt action is necessary due to the disruption of public facilities" such as a "work stoppage or other activity which severely impairs public health, safety, or both" as a "crippling disaster which severally impairs public health, safety, or both."

Section 4.3 NOTICE OF MEETINGS

Regular meetings must be noticed through the posting of an agenda at least 72 hours before the meeting. Members of the public may request that a copy of the agenda and "all documents constituting the agenda packet" be mailed to them. They will be mailed when the agenda is posted or when it is distributed to a majority of the legislative body, whichever is first. The agency may charge a fee for mailing the materials, not to exceed the cost of providing the mailing service.

Special meetings may be called, but only upon 24 hours' notice to each local newspaper of general circulation, radio or television station that has in writing requested notice. The notice must be posted in a location freely accessible to the public. Only the business specified for discussion at the special meeting

Emergency meetings may be called under specific, drastic circumstances ("work stoppage, crippling activity, or other activity that severely impairs public health, safety, or both, as determined by a majority of the members of the legislative body"). The 24-hour notice is not necessary, but a 1-hour notification of those media requesting notice is necessary if possible.

Section 4.4 CONTENTS OF NOTICE

Notice of meetings not herein dispensed with shall specify the place, day and hour of the meeting. The purpose of any regular or special board meeting shall be specified consistent with the Brown Act.

Section 4.5 WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a constant to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Article 5 ACTIONS BY THE BOARD

Section 5. QUORUM FOR MEETINGS

A quorum shall consist of a majority of the Board of Directors then in office.

Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the directors' present at such meeting may adjourn from time to time until fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal from the meeting, provided that an action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation. Directors may not vote by proxy.

Section 5.1 ACTIONS BY THE BOARD

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committee (Corporation Code § 5212), approval of contracts or transactions in which a director has a material financial interest (Corporation Code § 5233) and indemnification of directors (Corporation Code § 5238e), require a greater percentage of different voting rules for approval or a matter by the Board.

Section 5.2 CONDUCT OF MEEETINGS

Meetings of the Board shall be presided over in the following order of priority. President, Vice-President, Treasurer or Secretary. In the absence of the previously named officers, a Director chosen by a majority of the Directors present at the meeting shall preside over the meeting. The Secretary of the Corporation shall act as secretary of all meetings of the Board, provided that, in his/her absence or need to preside over the meeting, another person chosen by a majority of the Directors present at the meeting shall act as Secretary of the meeting. Meetings shall be governed by Robert's Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this Corporation, or with previous of law.

Section 5.3 RULES OF PROCEDURES

All meetings of the Board and of the committees, shall be conducted in accordance with Robert's Rules of Order.

Section 5.4 PARTICIPATION IN DISCUSSIONS AND VOTING

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board committee, except as follows. No Director shall participate in either the discussion or vote on any matter involving:

a self-dealing transaction;

- 2. a conflict of interest, as defined by law or in any Board-adopted conflict of interest policy;
- 3. indemnification of the Director; or
- 4. any other matter in which the law prohibits that Director's participation.

Section 5.5 DUTY TO MAINTAIN BOARD CONFIDENCES

Every Director has a duty to maintain the confidentiality of all Board discussions held during the closed session. A Director shall not disclose confidential records. Any Director violating these duties may be removed from the Board, and may be subject to any lawful penalty.

Section 5.6 BOARD TRAINING

The Board shall annually participate in training, which shall include, at a minimum conflict of interest and Brown Act training.

Section 5.3 STANDARD OF CARE

- (a) <u>Performance of Duties.</u> Each Director shall perform all duties of a Director, including duties on any Board committee, in good faith, in a manner the Director believes to be in the Corporation's best interest and with such care, including reasonable inquiry, as the ordinary prudent person in a like position would use under similar circumstances.
- (b) Reliance on Others. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - (a) One or more Officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented.
 - (b) Legal counsel, independent accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or
 - (c) A Board committee on which the Director does not serve, as to matters within the designated authority, provided the Director believes the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need is indicated y the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except with respect to assets that are directly related to the Corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments. Instead, the Board is to consider the permanent disposition of funds, the probable income, the probable safety of the Corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets are contributed to the Corporation.

Section 5.4 CONTRACTS WITH DIRECTORS AND OFFICERS

No director of this Corporation nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding the director's financial interest in such contract or transaction or regarding such common directorship, officer ship, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board prior to the Board's consideration of such contract or transaction, (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for the purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This section does not apply to a transaction that is part of an educational or charitable program of this Corporation if it (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism and (b) results to a benefit to one or more directors or their families because they are the class of persons intended to be benefited by the educational or charitable program of this Corporation. All actions taken under this Section must be made in compliance with all applicable conflict of interest laws, and the "Schools" Conflict of Interest Code.

Section 5.5 CONFLICT OF INTEREST

Any Director, officer, key employee, or committee member having an interest in a contract, or transaction, or program presented to or discussed by the Board or committee for authorization, approval, or ratification shall make a prompt and clear disclosure of his or her interest to the board or committee prior to its acting on such contract or transaction.

Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during, in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made the vote thereon and where applicable, the abstention from voting.

Charter schools and "any entity managing a charter school" will have to follow the same types of policies and laws as traditional districts in regards to open meeting and conflict of interest policies and disclosure laws. Charter schools and their governing bodies will be held to the same conflict of interest standards as other school district governing boards. Charter school governing body members and employees will need to file statements of economic interest (Form 700) which could make public any potential conflicts of interest that individuals may have.

Pursuant to the board approved *Conflict of Interest Code*, all Board of Trustees, Superintendent and other designated employees shall file Statements of Economic Interests (Form 700) with the American

Indian Model Schools Office. All statements shall be available for public inspection and reproduction. (Gov. Code, 81008.) All statements will be retained for at least 5 years. In addition, all Board of Trustees, Superintendent and other designated employees shall sign the Conflict of Interest Form and Non-Disclosure Statement.

Article 6 OFFICERS

Section 6. NUMBER OF OFFICERS

The officers of the corporation shall be a President, a Secretary, and Treasurer. The corporation may also have, as determined by the Board of Directors, a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurer, or other officers. Any number of officers may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President or Chairperson of the Board.

Section 6.1 QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any person may serve as officer of this corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office for an annual term, or until his or her successor shall be elected and qualified, whichever occurs first.

Section 6.2 REMOVAL AND RESIGNATION

Any officer may be removed without cause by the Board of Directors at any time by majority vote of those directors' present at a duly held meeting. Any officer may resign at any time by giving written notice to the Board of Directors of to the President of Secretary of the corporation any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

Section 6.3 VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than the President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in officers of the officers appointed at the discretion of the board may or may not be filled as the board shall determine.

Section 6.4 DUTIES OF PRESIDENT

The President shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. If applicable, the President shall preside at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of, the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

Section 6.5 DUTIES OF VICE PRESIDENT

In the absence of the President, or in the event of his or her inability of refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

Section 6.6 DUTIES OF SECRETARY

The Secretary shall:

- 1. Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended to date.
- 2. Keep at the principal office of the corporation or such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.
- 3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.
- 4. Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws.
- 5. Keep at the principal office of the corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.
- 6. Exhibit at all reasonable times to any director of the corporation, or his or her agent or attorney, on request therefore, the Articles of Incorporation, Bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.
- 7. In general, perform all duties incident to the office of secretary and such other duties as may be

required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

Section 6.7 DUTIES OF TREASURER

- 1. Subject to the provisions of these Bylaws relating to the "execution of Instruments, Deposits and Funs," the Treasurer shall:
- 2. Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.
- 3. Receive, and give receipt for, the monies due and payable to the corporation from any source whatsoever.
- 4. Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.
- 5. Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.
- 6. Exhibit all reasonable times the books of accounts and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.
- 7. Render to the President and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.
- 8. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.
- 9. In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

Article 7 COMMITTEES

Section 7. BOARD COMMITTEES

The Board may create one or more standing or ad hoc committees to serve at the pleasure of the Board. Appointments to such Board committees shall be by majority vote of the Directors then in office, and the Chairperson of such Board committees shall be appointed by the President of the Board. Unless otherwise provided in these Bylaws or by the laws of the State of California, each committee shall have all of the authority of the Board to the extent delegated by the Board. However, no committee, regardless of Board resolution, may:

(a) Fill vacancies on the Board or on any committee which has the authority of the Board;

- (b) Amend or repeal Bylaws or adopt new Bylaws;
- (c) Amend or repeal any resolution of the Board which by its express terms is not to amendable or repeatable;
- (d) Appoint committees of the Board or the members thereof;
- (e) Approve any self-deal transaction, except as provided in Section 5233 (d)(3) of the California Corporation Code; or
- (f) Approve any action for which the California Corporation Code requires the approval of the Board.

By a majority vote of its members then in office the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

Section 7.1 MEETINGS AND ACTION OF BOARD COMMITTEES

The Board shall have the power to prescribe the manner in which proceedings of any such Board committee shall be conducted. In the absence of any such prescription, the committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board or such committee shall otherwise provide, meetings and actions of Board committees shall be governed by, held and taken in accordance with, the provisions of Article 4 of these Bylaws which concern meetings of the Board, with such changes in those provisions as required by this Article 7 and as necessary to substitute the committee and its members for the Board and its members, except that the time of regular meetings of the committees may be determined by the Board or by the committee. Special meetings of committees may also be called by the Board. The Board may adopt rules for the government of any Board committee not inconsistent with the provisions of these Bylaws.

Except as otherwise allowed pursuant to the Brown Act, meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that he time for regular meetings of committees may be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

Section 7.2 OTHER COMMITTEES

- (a) The President of the Board, subject to the limitations imposed by the Board, or the Board may create other committees, either standing or special, to serve the Board that do not have the powers of the Board. The Board President shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual election of Officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee, or until the authorized business of the committee has been completed.
- (b) Such other committees established pursuant to this section may consist of persons who are not members of the Board. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as 'advisory' committees.
- (c) Meetings of a committee may be called by the Board President, the chairperson of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business of any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.
- (d) Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the President of the Board. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The Board President may, with prior approval of the Board, remove any appointed member of a committee. The Board President, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

Article 8 EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

Section 8.1 EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so expressly authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or render it liable monetarily for any purpose or in any amount.

Section 8.2 CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for payments of money, and other evidence of

indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.

Section 8.3 DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 8.4 GIFTS

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purpose of this corporation.

Article 9 CORPORATE RECORDS, REPORTS, AND SEAL

Section 9.1 MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

- (c) Minutes of all meetings of directors and committees of the board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- (d) Adequate and correct books and records of account, including accounts of its properties a business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Section 9.2 CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

Section 9.3 DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

Section 9.4 RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of the article may be made in person of by agent or attorney and the right to inspection includes the right to copy and make extracts.

Section 9.5 ANNUAL REPORT

The board president shall cause an annual report to be furnished not later than one hundred and

twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation. The Annual Report shall contain the following information:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) The expenses or receipts of the corporation, for both general and restricted purposes, during the fiscal year;
- (e) Any information required by Section 7 of this Article or elsewhere in these bylaws.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records or the corporation.

Section 9.6 ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS

This corporation shall mail or deliver to all directors a statement within one hundred and twenty (120) after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

- (f) Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest;
- (g) Any director or officer of the corporation, or its parent or subsidiary (a more common directorship shall not be considered a material financial interest); or
- (h) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent of its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than Fifth Thousand Dollars (\$50,000) or which was one of a number of transactions with the same persons involving, in the aggregate, more than Fifty Thousand Dollars (\$50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the previous fiscal year to any director or officer.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions stating each person's in the transaction and, when practical, the amount of such interest, provided that in the case or a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

Article 10 FISCAL YEAR

Section 10 FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on the 1st of July and end on the 30th of June in each year.

Article 11 AMENDMENT OF BYLAWS

Section 11 AMENDMENT

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by the Board of Directors. These Bylaws and any amendments to these Bylaws shall become effective immediately upon their adoption.

Article 12 AMENDMENT OF ARTICLES

Section 13 AMENDMENTS

Any amendment of the Articles of Incorporation may be adopted by the Board of Directors.

Article 13 PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

Section 14 PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to sharein the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this Corporation and not otherwise.

Article 14 MEMBERS

Section 15.1 NO MEMBERS

This corporation shall not have any members. Therefore, pursuant to Section 5310(b) of the Nonprofit Public Benefit Corporation Law of the State of California, any action which would otherwise, under law or the provisions of the Articles of Incorporation or Bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the Board of Directors. All rights that would otherwise vest in the members shall vest in the Board of Directors.

Section 15.2 ASSOCIATES

Nothing in this Article 12 shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a members, as set forth in the California Nonprofit Public Benefit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

CERTIFICATE OF SECRETARY

ine undersigne	a does nereby certify tr	iat the undersigned is the Secretary of American i	naian
Model Schools, a nonp	rofit public benefit corpo	pration duly organized and existing under the laws of	of the
State of California, that	t the foregoing Bylaws, o	consisting of () pages, of said corpor	ration
were duly and regularly	adopted as such by the	Board of Directors of said corporation at a meeting	g held
on	_, <mark>2020</mark> ,and that the abo	ve and foregoing Bylaws are now in full force and e	effect.
F India.	-1	California	
Executed on	at	, California.	
Secretary, American In-	dian Model Schools		

Appendix ix: Obsolete

Appendix viii: Student Progress Measurement

Method by which student progress is to be measured

This information is contained in a number of other documents. What follows is a copy from one of those, the ACOE Roadmap, slide 13:

What data should you prioritize for re-opening decisions?

- The first priority for re-opening must be health of staff and then of students.
- Next, is the health and sanitization of the space since the space will need to return to the same level of cleanliness as before any staff or students arrived on campus each day.
- Third, the equipment and services to deliver the same high quality instruction as usual.
- Fourth, is the actual curriculum and skills to engage the students online and in person.

What assessment tools will you use for formative and summative assessments in each model for the reopening of schools?

All of the assessment programs we use at AIMS Middle School already have digital platforms. Our LMS, Schoology, provides additional tools to administer any assessment in a remote setting as needed.

Summative Assessment

- Illuminate Benchmark/Diagnostic
- SRI Reading Inventory StandardsPlus & Quill ELA ALEKS & HMH Math
- McGrawHill Science
- TCI History
- Rosetta Stone Languages

Formative Assessment

- Kahoot
- Quizlet
- Schoology Discussion Boards
- Google Forms
- Do Now/Exit Ticket
- **CFUs**
- Lesson Specific assignments

How will participation, grades and credits be tracked after school reopening in each learning model?

Schoology, LMS, platform is used to house all the work assigned by the teachers to all or individual students as well as all the work submitted by the students during both in school and remote learning days.

Other content specific and/or assessment digital platforms are also set up with teacher accounts who moderate and control their designated students' accounts for their learning.

Designated Administrators use their "Admin Access Features" to monitor and moderate the Schoology and all other platforms.

We will continue our traditional Grade System and send Report Cards and Progress Reports as scheduled to inform students & families with their grades and credits.

Appendix x: Budget

CHARTER SCHOOL CERTIFICATION

Charter School Name: American Indian Public Charter School

CDS #: 01-61259-6113807

(name continued)

Charter Approving Entity: Oakland Unified School District County: Alameda Charter #: 0106 Fiscal Year: 2020/21 To the entity that approved the charter school: 2020/21 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been (<u>x</u>) approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33. Signed: Date: ____ Charter School Official (Original signature required) Print Title: Superintendent Maya woods-Cadiz Name: To the County Superintendent of Schools: 2020/21 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report (<u>x</u>) is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33. Date: ____ Signed: Authorized Representative of **Charter Approving Entity** (Original signature required) Print Minh Co Name: Title: Accounting Manager For additional information on the BUDGET, please contact: For Approving Entity: For Charter School: Minh Co Katema Ballentine Name Name Accounting Manager Chief Business Officer Title Title (510) 879-0132 510-893-8701 x17 Telephone Telephone minh.co@ousd.org katema.ballentine@aimschools.org E-mail address E-mail address 2020/21 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report

verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 47604.33.

ACOE District Advisor

Date: _____

Signed:

Charter School Name:	American Indian Public Charter School
(name continued)	
CDS #:	01-61259-6113807
Charter Approving Entity:	Oakland Unified School District
County:	Alameda
Charter #:	0106
Budgeting Period:	2020/21

This charter school uses the following basis of accounting:

	 Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
ſ	Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

		Est. Actuals	Current Bu	Current Budget Year		
Description	Object Code	Prior Year	Unrest. Rest.		Total	
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	1,339,045.00	1,383,256.00		1,383,256.00	
Education Protection Account State Aid - Current Year	8012	364,448.00	375,558.00		375,558.00	
State Aid - Prior Years	8019				0.00	
Transfer of Charter Schools in Lieu of Property Taxes	8096	576,993.00	547,492.00		547,492.00	
Other LCFF Transfers	8091, 8097				0.00	
Total, LCFF Sources		2,280,486.00	2,306,306.00	0.00	2,306,306.00	
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	91,500.16		93,949.00	93,949.00	
Special Education - Federal	8181, 8182				0.00	
Child Nutrition - Federal	8220	67,698.76		69,733.00	69,733.00	
Donated Food Commodities	8221				0.00	
Other Federal Revenues	8110, 8260-8299	108,999.00		149,383.00	149,383.00	
Total, Federal Revenues		268,197.92	0.00	313,065.00	313,065.00	
3. Other State Revenues						
Special Education - State	StateRevSE				0.00	
All Other State Revenues	StateRevAO	216,313.79	42,305.00	237,044.00	279,349.00	
Total, Other State Revenues		216,313.79	42,305.00	237,044.00	279,349.00	
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	96,408.41	96,600.00		96,600.00	
Total, Local Revenues		96,408.41	96,600.00	0.00	96,600.00	
5. TOTAL REVENUES		2,861,406.12	2,445,211.00	550,109.00	2,995,320.00	
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	732,724.32	665,979.00		665,979.00	
Certificated Pupil Support Salaries	1200	51,466.25	48,439.00		48,439.00	
Certificated Supervisors' and Administrators' Salaries	1300	100,801.25	94,886.00		94,886.00	
Other Certificated Salaries	1900				0.00	
Total, Certificated Salaries		884,991.82	809,304.00	0.00	809,304.00	
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	90,764.66	51,638.00		51,638.00	
Non-certificated Support Salaries	2200				0.00	
Non-certificated Supervisors' and Administrators' Sal.	2300	9,246.16	4,693.00		Revised 5/8 4 6693.00	

Charter School Name: American Indian Public Charter School

(name continued)

Clerical and Office Salaries	2400	108,356.44	74,172.00		74,172.00
Other Non-certificated Salaries	2900	4,400.00	10,500.00		10,500.00
Total, Non-certificated Salaries		212,767.26	141,003.00	0.00	141,003.00

		Est. Actuals	Current Bud	lget Year	
Description	Object Code	Prior Year	Unrest. Rest.		Total
3. Employee Benefits					
STRS	3101-3102				0.
PERS	3201-3202	59,419.92	57,884.00		57,884
OASDI / Medicare / Alternative	3301-3302	85,401.47	72,698.00		72,698
Health and Welfare Benefits	3401-3402	78,097.03	51,953.00		51,953
Unemployment Insurance	3501-3502	15,937.84	13,111.00		13,111
Workers' Compensation Insurance	3601-3602	10,541.01	17,486.00		17,486
OPEB, Allocated	3701-3702				C
OPEB, Active Employees	3751-3752				C
Other Employee Benefits	3901-3902	676.73	599.00		599
Total, Employee Benefits		250,074.00	213,731.00	0.00	213,731
1. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	34,441.49	0.00	2,000.00	2,000
Books and Other Reference Materials	4200	5,852.29	0.00	90.00	90
Materials and Supplies	4300	78,161.61	31,866.00	12,752.00	44,618
Noncapitalized Equipment	4400	130,462.76	11,576.00	1,416.00	12,992
Food	4700	37,530.80	82,384.00		82,384
Total, Books and Supplies		286,448.95	125,826.00	16,258.00	142,084
i. Services and Other Operating Expenditures					
Subagreements for Services	5100		0.00		(
Travel and Conferences	5200	13,223.02	59,006.00	2,448.00	61,454
Dues and Memberships	5300	2,338.02	0.00	,	· (
Insurance	5400	15,444.82	11,646.00		11,646
Operations and Housekeeping Services	5500	76,256.92	64,789.00		64,789
Rentals, Leases, Repairs, and Noncap. Improvements	5600	139,371.31	53,366.00		53,366
Transfers of Direct Costs	5700-5799	,	,		· (
Professional/Consulting Services & Operating Expend.	5800	580,911.50	318,616.00	58,544.00	377,160
Communications	5900	7,353.84	7,528.00	27.00	7,555
Total, Services and Other Operating Expenditures	0000	834,899.43	514,951.00	61,019.00	575,970
Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170				(
Buildings and Improvements of Buildings	6200				(
Books and Media for New School Libraries or Major	0200				(
Expansion of School Libraries	6300				(
·	6400				(
Equipment					
Equipment Replacement	6500	00 040 00	20.040.00		20.046
Depreciation Expense (for full accrual basis only) Total, Capital Outlay	6900	28,848.00 28,848.00	28,848.00 28,848.00	0.00	28,848 28,848
7. Other Outgo					
Tuition to Other Schools	7110-7143				0
Transfers of Pass-through Revenues to Other LEAs	7211-7213			R	evised 5/8/19 C

Charter School Name: American Indian Public Charter School

(name continued)

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Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	252,629.00	331,411.00	93,949.00	425,360.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438	146,000.00	146,000.00		146,000.00
Principal	7439				0.00
Total, Other Outgo		398,629.00	477,411.00	93,949.00	571,360.00
8. TOTAL EXPENDITURES		2,896,658.46	2,311,074.00	171,226.00	2,482,300.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.					
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(35,252.34)	134,137.00	378,883.00	513,020.00

		Est. Actuals	Current Budget Year Unrest. Rest.		
Description	Object Code	Prior Year			Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts					
(must net to zero)	8980-8999		0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(35,252.34)	134,137.00	378,883.00	513,020.00
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	1,228,520.73	1,193,268.66		1,193,268.66
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.27			0.00
c. Adjusted Beginning Balance		1,228,521.00	1,193,268.66	0.00	1,193,268.66
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,193,268.66	1,327,405.66	378,883.00	1,706,288.66
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740			378,883.00	378,883.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	86,900.00	74,769.00		74,769.00
Unassigned / Unappropriated Amount	9790	1,106,368.66	1,252,636.66	0.00	1,252,636.66

CHARTER SCHOOL MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: American Indian Public Charter School

(name continued)

CDS #: 01-61259-6113807

Charter Approving Entity: Oakland Unified School District

County: Alameda
Charter #: 0106

Fiscal Year: 2020/21

This charter school uses the following basis of accounting:

x Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

		FY 2020/21			Totals for	Totals for
Description	Object Code	Unrestricted	Restricted	Total	2021/22	2022/23
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	1,383,256.00	0.00	1,383,256.00	1,432,651.00	1,511,745.00
Education Protection Account State Aid - Current Year	8012	375,558.00	0.00	375,558.00	372,333.00	375,397.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	547,492.00	0.00	547,492.00	589,477.00	594,427.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		2,306,306.00	0.00	2,306,306.00	2,394,461.00	2,481,569.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	93,949.00	93,949.00	93,249.00	93,949.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	69,733.00	69,733.00	69,152.00	69,733.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	149,383.00	149,383.00	0.00	0.00
Total, Federal Revenues		0.00	313,065.00	313,065.00	162,401.00	163,682.00
			0.10,000.00	,	, , , , , , , ,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	0.00	0.00		
All Other State Revenues	StateRevAO	42,305.00	237,044.00	279,349.00	233,836.00	56,193.00
Total, Other State Revenues		42,305.00	237,044.00	279,349.00	233,836.00	56,193.00
		,	- , -	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	, , , , , , , , , , , , , , , , , , , ,	,
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	96,600.00	0.00	96,600.00	96,545.00	96,600.00
Total, Local Revenues		96,600.00	0.00	96,600.00	96,545.00	96,600.00
5. TOTAL REVENUES		2,445,211.00	550,109.00	2,995,320.00	2,887,243.00	2,798,044.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	665,979.00	0.00	665,979.00	554,185.00	568,040.00
Certificated Pupil Support Salaries	1200	48,439.00	0.00	48,439.00	49,650.00	50,891.00
Certificated Supervisors' and Administrators' Salaries	1300	94,886.00	0.00	94,886.00	97,258.00	99,689.00
Other Certificated Salaries	1900	0.00	0.00	0.00	,	,
Total, Certificated Salaries		809,304.00	0.00	809,304.00	701,093.00	718,620.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	51,638.00	0.00	51,638.00	52,786.00	53,962.00
Non-certificated Support Salaries	2200	0.00	0.00	0.00		
Non-certificated Supervisors' and Administrators' Sal.	2300	4,693.00	0.00	4,693.00	4,810.00	4,930.00
Clerical and Office Salaries	2400	74,172.00	0.00	74,172.00	76,027.00	77,927.00
Other Non-certificated Salaries	2900	10,500.00	0.00	10,500.00	10,500.00	10,500.00
Total, Non-certificated Salaries		141,003.00	0.00	141,003.00	144,123.00	147,319.00

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CHARTER SCHOOL MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: American Indian Public Charter School

(name continued)

Description (name continued)	Object Code	Unrestricted	Restricted	Total	2021/22	2022/23
3. Employee Benefits	-					
STRS	3101-3102	0.00	0.00	0.00		
PERS	3201-3202	57,884.00	0.00	57,884.00	71,268.00	75,878.00
OASDI / Medicare / Alternative	3301-3302	72,698.00	0.00	72,698.00	64,658.00	62,118.00
Health and Welfare Benefits	3401-3402	51,953.00	0.00	51,953.00	53,027.00	55,678.00
Unemployment Insurance	3501-3502	13,111.00	0.00	13,111.00	11,452.00	10,480.00
Workers' Compensation Insurance	3601-3602	17,486.00	0.00	17,486.00	15,552.00	14,940.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	599.00	0.00	599.00	499.00	511.00
Total, Employee Benefits		213,731.00	0.00	213,731.00	216,456.00	219,605.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	2,000.00	2,000.00	23,000.00	23,919.00
Books and Other Reference Materials	4200	0.00	90.00	90.00	252.00	262.00
Materials and Supplies	4300	31,866.00	12,752.00	44,618.00	71,092.00	73,933.00
Noncapitalized Equipment	4400	11,576.00	1,416.00	12,992.00	59,769.00	62,158.00
Food	4700	82,384.00	0.00	82,384.00	84,189.00	87,554.00
Total, Books and Supplies	4700	125,826.00	16,258.00	142,084.00	238,302.00	247,826.00
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Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	59,006.00	2,448.00	61,454.00	62,802.00	65,312.00
Dues and Memberships	5300	0.00	0.00	0.00		
Insurance	5400	11,646.00	0.00	11,646.00	11,901.00	12,377.00
Operations and Housekeeping Services	5500	64,789.00	0.00	64,789.00	66,209.00	68,855.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	53,366.00	0.00	53,366.00	87,440.00	89,057.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	318,616.00	58,544.00	377,160.00	530,240.00	549,637.00
Communications	5900	7,528.00	27.00	7,555.00	7,720.00	8,029.00
Total, Services and Other Operating Expenditures		514,951.00	61,019.00	575,970.00	766,312.00	793,267.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major						
Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	28,848.00	0.00	28,848.00	28,848.00	28,848.00
Total, Capital Outlay		28,848.00	0.00	28,848.00	28,848.00	28,848.00
7. Other Outgo	7440 7440	0.00	0.00	0.00		
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	077 000 00	070 000 00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	331,411.00	93,949.00	425,360.00	277,032.00	279,360.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:	- 400	4.40.000.00	0.00	4.40.000.00	440,000,00	4.40.000.00
Interest	7438	146,000.00	0.00	146,000.00	146,000.00	146,000.00
Principal	7439	0.00	0.00	0.00	100 000 00	405.000.00
Total, Other Outgo		477,411.00	93,949.00	571,360.00	423,032.00	425,360.00
8. TOTAL EXPENDITURES		2,311,074.00	171,226.00	2,482,300.00	2,518,166.00	2,580,845.00
C EVCECE (DESICIENCY) OF DEVENUES OVER EVERYD						
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.		124 127 00	378,883.00	E42 020 00	260 077 00	247 400 00
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		134,137.00	<i>31</i> 0,883.00	513,020.00	369,077.00	217,199.00

CHARTER SCHOOL MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: American Indian Public Charter School

(name continued)

			FY 2020/21	Totals for	Totals for	
Description	Object Code	Unrestricted Restricted		Total	2021/22	2022/23
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts						
(must net to zero)	8980-8999	0.00	0.00	0.00		
, , , , , , , , , , , , , , , , , , ,						
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		134,137.00	378,883.00	513,020.00	369,077.00	217,199.00
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,193,268.66	0.00	1,193,268.66	1,706,288.66	2,075,365.66
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00	.,. 00,200.00	_,0.0,000.00
c. Adjusted Beginning Balance	0100,0100	1,193,268.66	0.00	1,193,268.66	1,706,288.66	2,075,365.66
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,327,405.66	378,883.00	1,706,288.66	2,075,365.66	2,292,564.66
		.,02.,100.00	0.0,000.00	.,,	2,010,000.00	2,202,001.00
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00		
Stores	9712	0.00	0.00	0.00		
Prepaid Expenditures	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		378,883.00	378,883.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	74,769.00	0.00	74,769.00	75,545.00	77,425.00
Undesignated / Unappropriated Amount	9790	1,252,636.66	0.00	1,252,636.66	1,999,820.66	2,215,139.66

MYP BUDGET NARRATIVE AND ASSUMPTION

-With future uncertainty surrounding budget cuts due to COVID-19, please provide a narrative & general assumptions for the projected budget for 20/21,21/22 & 22/13 fiscal years. We would like to see assumptions for each of the revenue categories (LCFF, Federal, State & Local) and expenditure categories (1000-7000 Object).

Revenues: is based on a negative (-7.92) LCFF Calculator before May Revise v20.2c

Enrollment Projections:

20-21	240	ADA	232.8
21-22	238	ADA	230.9
22-23	240	ADA	232.8

State Revenues:

Lottery: \$153 undrestricted / \$54 restricted

Mandate Block Grant: \$16.87 and \$46.87

Federal Revenues is based on revenues from Facilities Grant, Federal CNP, and Title Funds.

Total Local Revenues is based on a combination of Student Lunch Revenue, Foundation Grants, and All Other Local Revenues.

Expenses:

STRS Rate reflects state mandated rates for 20-21 16.15%, 21-22 16.02%, 22-23 18.10%

Nearly all 4000 and 5000 line items were based upon 19-20 per ADA estimated rates, increased by ADA and the CA CPI projected rate per year as per the SSC dartboard. Consequently, each series increases largely in line with the increase in ADA per year.

2020-2021 REVENUES

REVENUES	
STATE	\$ 2,167,008.00
STATE: ASES	\$ 177,382.00
FEDERAL	\$ 193,449.00
LOCAL	\$ 64,187.00
TOTAL	\$ 2,602,026.00

EXPENSES		
STATE		\$ 2,167,008.00
	7% Reserve	\$ 151,690.56
FEDERAL		\$ 193,449.00
LOCAL	_	\$ 64,187.00
TOTAL	=	\$ 2,576,334.55

<u>Difference</u>	
STATE	\$ 0.00
FEDERAL	\$ -
LOCAL	\$ 0.00
TOTAL	\$ 0.01

Enrollment Information	
Projected Enrollment	240
Projected ADA	230.4
ADA %	96%
7% RESERVE \$	151,690.56

MIDDLE SCHOOL SPLIT	ENROLLMENT	AD	A SPLIT
AIPCS		240	51%
AIPCS II		229	49%
TOTAL MIDDLE SCHOOL		469	
2019-2020			
AIPCS		240	
AIPCS II		229	

					TOTAL STATE SALARY EXPENSES TOTAL STATE NON-SALARY EXPENSES TOTAL STATE EXPENSES (excluding ASE		\$	1,003,801.32 1,163,206.68 2,167,008.00
<u>CODE</u>	Location	Prorgam	Restricto	or Resource	SALARY EXPENSE BREAKD STAFF	POSITION	<u> </u>	OTAL COMP
				_	Certificated Administrate			
1300 1300	020 020	000 000	00 00	0	Peter Holmquist Riffat Akram	Head of Middle School Head of Division (Academics)	0.51 \$ 0.51 \$	68,363.3 57,745.2
1300	020	000	00		Natalie Glass	Dean of Students Middle School	0.51 \$	42,966.8
1300	020				Total Compensation Certificated Teachers/TSA		\$	169,075.4
					Certificated Teachers & T	SA		
1100	020	000	00		Hinds, Patrice	Teacher 6th Math	0.51 \$	31,642.1
1100 1100	020 020	000 000	00 00	0	Solis, Alma	Teacher Math/Science 8th Teacher ELA History 8th	0.51 \$ 0.51 \$	35,288.8 36,942.2
1100	020	000	00	0	Vasquez, Morning Star Vacancy	Teacher ELA History 6th	0.51 \$	34,650.9
1100	020	000	00		Draper, Matthew	Teacher Ela History 7th	0.51 \$	37,066.6
1100	020	000	00	0	Baker, Christopher	Teacher Ela History 6th	0.51 \$	35,534.3
1100	020	000	00	0	Readeye, Alisha	Teacher ELA History 6th	0.51 \$	31,693.0
1100	020	000	00	0	Seiwald, Madeline	Teacher Math/Science 7th	0.51 \$	33,569.6
1100	020	000	00	0	Vacancy	Teacher ART	0.51 \$	31,772.8
1100	020	000	00	0	Bakheit, Zubida	Teacher Math/Science 6th	0.51 \$	31,767.5
1100	020	000	00	0	Case, Kristina	Teacher PE	0.51 \$	32,811.1
1100	020	000	00	0	Worley, Jermaine	Teacher Math/Science 8th	0.51 \$	32,811.1
1100 1100	020 020	000 000	00 00	0	Esola, Michael Vacant	Teacher PE	0.51 \$	32,859.5 32,519.5
1100	020	000	00	0	Sanchez, Juan	Teacher Spanish Teacher PE (.4 Teacher/.4 IA)	0.51 \$ 0.2 \$	12,041.
1100	020	000	00	0	Wu, Fenglin	Teacher Maderine	0.51 \$	36,270.7
							-	
1100 1100	020 020	000	00 00		Sabrie, Najwa Gustafson Ohare, Rebecca	Teacher Math/ Science 7th ELA Teacher Math/ Science 7th	0.51 \$ 0.51	32,323. 4
1100	020	000	00	0 0	Ko, Jennifer	Teacher History ELA	0.51	36,302.7 34,363.8
1100	020	000	00	0	Turner Collen	Teacher ELA History 7th	0.51	35,318.8
	0_0			·		·		
1100	020	000	00	0	Vacancy	Teacher Math/Science 8th	0.51 \$	35,288.8
1100	020	000	00	0	Frost, Allison	Teacher ELA History 8th	0.51	30,673.8
1100	020	000	00		Chau, Nhi	AIPHS)	0.1071 \$	31,117.8
1100	020 020	000 000	00	55 0 0	Oden, Vanessa	Parent Coordinator	0.27 \$	25,899.0
					Total Compensation Certificated Teachers/TSA		\$	692,839.8
2400	000				Classified Support		·	
2400	020	000	00	0	Classified Support Wright-Protor. Makayla	Admin	0.51 \$	33,316.4
2100	020	000	00	0	Classified Support Wright-Protor. Makayla Yemane, Naomi	Clerk I	0.51 \$	33,316.4 6,873.2
				0	Classified Support Wright-Protor. Makayla		0.51 \$	33,316.4 6,873.2
2100 2100	020 020	000 000	00 00	0 0 0	Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony	Clerk I Clerk	0.51 \$ 0.51 \$ 0.51 \$	33,316.4 6,873.2 18,291.8
2100 2100 2100	020	000	00 00 00	0	Classified Support Wright-Protor. Makayla Yemane, Naomi	Clerk I Clerk	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$	33,316.4 6,873.2 18,291.8 28,977.7
2100 2100	020 020 020	000 000	00 00	0 0 0	Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant	Clerk I Clerk	0.51 \$ 0.51 \$ 0.51 \$	33,316.4 6,873.2 18,291.8
2100 2100 2100	020 020 020	000 000	00 00 00	0 0 0	Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant	Clerk I Clerk	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$	33,316.4 6,873.2 18,291.8 28,977.7
2100 2100 2100 2100 2100	020 020 020 020 020	000 000 000 000	00 00 00 00 00	0 0 0 0	Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian	Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8)	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$	33,316.4 6,873.1 18,291.1 28,977.27,315.1
2100 2100 2100 2100 2100 2100	020 020 020 020 020	000 000 000 000 000	00 00 00 00 00	0 0 0 0 0	Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian Ha, Melissa	Clerk I Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8) ELD IA	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.2 \$	33,316.4 6,873.3 18,291.3 28,977.3 27,315.3 12,901.3 7,104.3
2100 2100 2100 2100 2100	020 020 020 020 020	000 000 000 000	00 00 00 00 00	0 0 0 0	Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian	Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8)	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$	33,316. 6,873. 18,291. 28,977. 27,315. 12,901. 7,104.
2100 2100 2100 2100 2100 2100	020 020 020 020 020 020 020	000 000 000 000 000 000 000	00 00 00 00 00	0 0 0 0 0	Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian Ha, Melissa	Clerk I Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8) ELD IA	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.2 \$	33,316. 6,873. 18,291. 28,977. 27,315. 12,901. 7,104. 7,104.
2100 2100 2100 2100 2100 2100 2100	020 020 020 020 020 020 020	000 000 000 000 000 000 000	00 00 00 00 00	0 0 0 0 0	Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian Ha, Melissa	Clerk I Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8) ELD IA	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.2 \$	33,316. 6,873. 18,291. 28,977. 27,315. 12,901. 7,104. 7,104.
2100 2100 2100 2100 2100 2100 2100	020 020 020 020 020 020 020	000 000 000 000 000 000 000	00 00 00 00 00	0 0 0 0 0	Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian Ha, Melissa	Clerk I Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8) ELD IA	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.2 \$	33,316. 6,873. 18,291. 28,977. 27,315. 12,901. 7,104. 7,104.
2100 2100 2100 2100 2100 2100 2100	020 020 020 020 020 020 020	000 000 000 000 000 000 000	00 00 00 00 00 00 00 00	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian Ha, Melissa Lee, Eric	Clerk I Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8) ELD IA	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.2 \$	33,316. 6,873. 18,291. 28,977. 27,315. 12,901. 7,104. 7,104.
2100 2100 2100 2100 2100 2100 2100 2100	020 020 020 020 020 020 020 020 020	000 000 000 000 000 000 000 000 000	00 00 00 00 00 00 00 00 00 00		Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian Ha, Melissa Lee, Eric Math Camp Stipends Student Tutor Stipends Saturday School	Clerk I Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8) ELD IA	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.2 \$	33,316. 6,873. 18,291. 28,977. 27,315. 12,901. 7,104. 7,104.
2100 2100 2100 2100 2100 2100 2100 2100	020 020 020 020 020 020 020 020 020 020	000 000 000 000 000 000 000 000 000 00	00 00 00 00 00 00 00 00 00 00		Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian Ha, Melissa Lee, Eric Math Camp Stipends Student Tutor Stipends Saturday School Saturday School Adminstration	Clerk I Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8) ELD IA	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.2 \$	33,316. 6,873. 18,291. 28,977. 27,315. 12,901. 7,104. 7,104.
2100 2100 2100 2100 2100 2100 2100 2100	020 020 020 020 020 020 020 020 020 020	000 000 000 000 000 000 000 000 000 00	00 00 00 00 00 00 00 00 00 00 00		Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian Ha, Melissa Lee, Eric Math Camp Stipends Student Tutor Stipends Saturday School Saturday School Adminstration Teacher Retention	Clerk I Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8) ELD IA	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.2 \$	33,316. 6,873. 18,291. 28,977. 27,315. 12,901. 7,104. 7,104.
2100 2100 2100 2100 2100 2100 2100 2100	020 020 020 020 020 020 020 020 020 020	000 000 000 000 000 000 000 000 000 00	00 00 00 00 00 00 00 00 00 00 00		Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian Ha, Melissa Lee, Eric Math Camp Stipends Student Tutor Stipends Saturday School Saturday School Adminstration Teacher Retention Perfect Attendance Bonus	Clerk I Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8) ELD IA	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.2 \$	33,316. 6,873. 18,291. 28,977. 27,315. 12,901. 7,104. 7,104.
2100 2100 2100 2100 2100 2100 2100 2100	020 020 020 020 020 020 020 020 020 020	000 000 000 000 000 000 000 000 000 00	00 00 00 00 00 00 00 00 00 00 00 00		Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian Ha, Melissa Lee, Eric Math Camp Stipends Student Tutor Stipends Saturday School Saturday School Adminstration Teacher Retention Perfect Attendance Bonus Sports Stipends	Clerk I Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8) ELD IA	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.2 \$	33,316.4 6,873.3 18,291.3 28,977.3 27,315.3 12,901.3 7,104.3
2100 2100 2100 2100 2100 2100 2100 2100	020 020 020 020 020 020 020 020 020 020	000 000 000 000 000 000 000 000 000 00	00 00 00 00 00 00 00 00 00 00 00		Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian Ha, Melissa Lee, Eric Math Camp Stipends Student Tutor Stipends Saturday School Saturday School Adminstration Teacher Retention Perfect Attendance Bonus	Clerk I Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8) ELD IA	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.2 \$	33,316. 6,873. 18,291. 28,977. 27,315. 12,901. 7,104. 7,104.
2100 2100 2100 2100 2100 2100 2100 2100	020 020 020 020 020 020 020 020 020 020	000 000 000 000 000 000 000 000 000 00	00 00 00 00 00 00 00 00 00 00 00 00 00		Classified Support Wright-Protor. Makayla Yemane, Naomi Jones Jr. Tony Vacant Sanchez, Juan Huang, Haijian Ha, Melissa Lee, Eric Math Camp Stipends Student Tutor Stipends Saturday School Saturday School Adminstration Teacher Retention Perfect Attendance Bonus Sports Stipends High Performance Bonus	Clerk I Clerk IA I IA III Student Supervisor (Lunch Clerk) (31,200*.5) (.19 AIPCS I; .41 AIPCS II (2-5); .40 AIPCS II (6-8) ELD IA	0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.51 \$ 0.2 \$	33,316.4 6,873.1 18,291.5 28,977.1

4100 4200 4200 4300 4315 4315 4315 4315 4315 4316 4318 4342 4381 4400 4400 4400 4430 4700 Books and Supplies Tervices and Other Opera 5200 5200 5210 5210 5210 5300 5400 5501 5502		00 00 00 00 00 00 00 00 00 00 00 00 00	Resource 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Approved Textbooks and Core Curricula Materials Books and Other Reference Materials: Counseling Materials and Supplies Classroom Materials and Supplies Uniforms: Requirement \$14.50 p/ADA Classroom Materials and Supplies: Counseling Classroom Materials and Supplies: CBK Student/Pupil Testing Afterschool Materials and Supplies Materials for School Sponsored Athletics Materials for Plant Maintenance Noncapitalized Equipment Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	2018-19 Adoption Budget 35,750.00 12,857.24 8,575 13703 3,516.25 \$ 980.00 \$ 49,500.00 \$ 588.00	\$ 180.00 \$ 360.00 \$ 216.00
4200 4200 4300 4315 4315 4315 4315 4315 4316 4318 4342 4381 4400 4400 4400 4430 4700 Books and Supplies Tervices and Other Opera 5200 5200 5210 5210 5210 5300 5400 5501 5502	020 000 020 000 020 000 020 000 020 000 020 190 020 170 020 000 020 000 020 000 020 000 020 000 020 170 020 170 020 000 020 170 020 000 020 170 020 000 020 170 020 000 020 170 020 170 020 170 020 170 020 170 020 170 020 170 020 170 020 170 020 170 020 170	00 00 00 00 00 00 00 00 00 00 00 00 00	0 0 0 0 0 0 0 0 0 0 0	Books and Other Reference Materials Books and Other Reference Materials: Counseling Materials and Supplies Classroom Materials and Supplies Uniforms: Requirement \$14.50 p/ADA Classroom Materials and Supplies: Counseling Classroom Materials and Supplies: CBK Student/Pupil Testing Afterschool Materials and Supplies Materials for School Sponsored Athletics Materials for Plant Maintenance Noncapitalized Equipment Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	\$ 12,857.24 8,575 13703 3,516.25 \$ 980.00 \$ 49,500.00 \$ 588.00	\$ 180.00 \$ 360.00 \$ 216.00
4200 4300 4315 4315 4315.45 4315 4315 4316 4318 4342 4381 4400 4400 4400 4430 4700 Books and Supplies Tervices and Other Opera 5200 5200 5210 5210 5210 5300 5400 5501 5502	020	00 00 00 00 00 00 00 00 00 00 00 47	0 0 0 0 0 0 0 0 0 0	Materials and Supplies Classroom Materials and Supplies Uniforms: Requirement \$14.50 p/ADA Classroom Materials and Supplies: Counseling Classroom Materials and Supplies: CBK Student/Pupil Testing Afterschool Materials and Supplies Materials for School Sponsored Athletics Materials for Plant Maintenance Noncapitalized Equipment Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	\$,575 13703 3,516.25 \$ 980.00 49,500.00 \$ 588.00	\$ 180.00 \$ 360.00 \$ 216.00
4300 4315 4315.45 4315 4315 4316 4318 4342 4381 4400 4400 4430 4700 Books and Supplies Tervices and Other Operators 5200 5200 5200 5210 5210 5210 5300 5400 5500 5501 5502	020 000 020 190 020 170 020 000 020 000 020 000 020 000 020 000 020 000 020 170 020 000 020 170 020 000 020 170 020 000 020 170 020 170 020 170 020 170 020 170 020 170 020 170 020 170	00 00 00 00 00 00 00 00 00 00 00 47	0 0 0 0 0 0 0 0 0 0	Materials and Supplies Classroom Materials and Supplies Uniforms: Requirement \$14.50 p/ADA Classroom Materials and Supplies: Counseling Classroom Materials and Supplies: CBK Student/Pupil Testing Afterschool Materials and Supplies Materials for School Sponsored Athletics Materials for Plant Maintenance Noncapitalized Equipment Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	\$ 980.00 \$ 49,500.00 \$ 588.00	\$ 180.00 \$ 360.00 \$ 216.00
4315 4315.45 4315 4315 4316 4318 4342 4381 4400 4400 4400 4430 4700 Books and Supplies Tervices and Other Opera 5200 5200 5210 5210 5210 5300 5400 5501 5502	020 000 020 190 020 000 020 000 020 000 020 000 020 000 020 000 020 190 020 000 020 000 020 000 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190	00 00 00 00 00 00 00 00 00 00 47	0 0 0 0 0 0 0 0 0	Classroom Materials and Supplies Uniforms: Requirement \$14.50 p/ADA Classroom Materials and Supplies: Counseling Classroom Materials and Supplies: CBK Student/Pupil Testing Afterschool Materials and Supplies Materials for School Sponsored Athletics Materials for Plant Maintenance Noncapitalized Equipment Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	\$ 980.00 \$ 49,500.00 \$ 588.00	\$ 180.00 \$ 360.00 \$ 216.00
4315.45 4315 4315 4316 4318 4342 4381 4400 4400 4400 4430 4700 Books and Supplies Tervices and Other Opera 5200 5200 5210 5210 5210 5300 5400 5501 5502	020 000 020 170 020 000 020 000 020 000 020 000 020 000 020 170 020 000 020 000 020 170 020 000 020 190 020 170 020 190 020 170 020 170 020 170 020 170 020 170	00 00 00 00 00 00 00 00 00 47	0 0 0 0 0 0 0 0 0	Uniforms: Requirement \$14.50 p/ADA Classroom Materials and Supplies: Counseling Classroom Materials and Supplies: CBK Student/Pupil Testing Afterschool Materials and Supplies Materials for School Sponsored Athletics Materials for Plant Maintenance Noncapitalized Equipment Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	\$ 980.00 \$ 49,500.00 \$ 588.00	\$ 180.00 \$ 360.00 \$ 216.00
4315 4315 4316 4318 4342 4381 4400 4400 4400 4430 4700 Books and Supplies Tervices and Other Opera 5200 5200 5210 5210 5210 5300 5400 5500 5501 5502	020 190 020 000 020 000 020 000 020 000 020 000 020 190 020 170 020 000 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190	00 00 00 00 00 00 00 00 47	0 0 0 0 0 0 0 0	Classroom Materials and Supplies: Counseling Classroom Materials and Supplies: CBK Student/Pupil Testing Afterschool Materials and Supplies Materials for School Sponsored Athletics Materials for Plant Maintenance Noncapitalized Equipment Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	\$ 980.00	\$ 180.00 \$ 360.00 - 216.00 \$ 216.00
4315 4316 4318 4342 4381 4400 4400 4400 4430 4700 Books and Supplies Tervices and Other Opera 5200 5200 5210 5210 5210 5300 5400 5500 5501 5502	020 000 020 000 020 000 020 000 020 000 020 190 020 170 020 000 020 000 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190	00 00 00 00 00 00 00 47	0 0 0 0 0 0 0	Classroom Materials and Supplies: CBK Student/Pupil Testing Afterschool Materials and Supplies Materials for School Sponsored Athletics Materials for Plant Maintenance Noncapitalized Equipment Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	49,500.00 - \$ 588.00	\$ 360.00 - 216.00 \$ 216.00
4316 4318 4342 4381 4400 4400 4430 4700 Books and Supplies T ervices and Other Opera 5200 5200 5210 5210 5210 5300 5400 5500 5501 5502	020 000 020 000 020 000 020 000 020 190 020 170 020 000 020 000 020 100 020 190 020 190 020 170 020 170 020 170 020 170	00 00 00 00 00 00 00 47	0 0 0 0 0 0 0	Student/Pupil Testing Afterschool Materials and Supplies Materials for School Sponsored Athletics Materials for Plant Maintenance Noncapitalized Equipment Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	49,500.00 - \$ 588.00	\$ 216.00 \$ 216.00
4318 4342 4381 4400 4400 4400 4430 4700 Books and Supplies Tervices and Other Opera 5200 5200 5200 5210 5210 5210 5300 5400 5500 5501 5502	020 000 020 000 020 000 020 190 020 000 020 000 020 000 020 000 020 000 020 190 020 190 020 190 020 190 020 190 020 190	00 00 00 00 00 00 47	0 0 0 0 0 0	Afterschool Materials and Supplies Materials for School Sponsored Athletics Materials for Plant Maintenance Noncapitalized Equipment Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	\$ 588.00	\$ 216.00
4342 4381 4400 4400 4430 4700 Books and Supplies T ervices and Other Opera 5200 5200 5210 5210 5210 5300 5400 5500 5501 5502	020 000 020 000 020 190 020 170 020 000 020 000 020 000 020 100 020 190 020 190 020 190 020 190 020 190 020 190	00 00 00 00 00 47	0 0 0 0 0 0	Materials for School Sponsored Athletics Materials for Plant Maintenance Noncapitalized Equipment Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	\$ 588.00	\$ 216.00
4381 4400 4400 4400 4430 4700 Books and Supplies T ervices and Other Opera 5200 5200 5200 5210 5210 5300 5400 5500 5501 5502	020 000 020 190 020 170 020 000 020 000 020 000 020 000 020 190 020 190 020 190 020 190 020 190 020 190	00 00 00 00 00 47	0 0 0 0 0	Materials for Plant Maintenance Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	\$ 588.00	\$ 216.00
4400 4400 4400 4430 4700 Books and Supplies Tervices and Other Opera 5200 5200 5210 5210 5210 5300 5400 5501 5502	020 000 020 170 020 000 020 000 020 000 020 000 020 190 020 190 020 190 020 190 020 190 020 190	00 00 00 00 47	0 0 0 0 0	Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	\$ 588.00	\$ 216.00
4400 4430 4430 4700 Books and Supplies T ervices and Other Opera 5200 5200 5210 5210 5210 5300 5400 5500 5501 5502	020 190 020 000 020 000 020 000 020 190 020 190 020 190 020 190 020 190 020 190	00 00 00 47 00 00	0 0 0 0	Noncapitalized Equipment: Counseling Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	\$ 588.00	\$ 216.00
4400 4430 4700 Books and Supplies T ervices and Other Opera 5200 5200 5200 5210 5210 5210 5300 5400 5500 5501 5502	020 170 020 000 020 000 cotal ating Expenses 020 000 020 190 020 170 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 190 020 170	00 00 47 00 00	0 0 0	Noncapitalized Equipment: College Bound Kids General Student Equipment - Food and Food Supplies	·	\$ 216.00
4430 4700 Books and Supplies Tourices and Other Operators 5200 5200 5200 5210 5210 5210 5300 5400 5500 5501 5502	020 000 otal ating Expenses 020 000 020 190 020 170 020 190 020 190 020 190 020 190	00 47 00 00 00	0 0	General Student Equipment - Food and Food Supplies	·	
4700 Books and Supplies Tervices and Other Opera 5200 5200 5210 5210 5210 5300 5400 5501 5502	020 000 Total ating Expenses 020 000 020 190 020 170 020 190 020 190 020 190	00 00 00	0	Food and Food Supplies	\$ 125,468.80	\$ 66,485.02
5200 5200 5200 5200 5210 5210 5210 5300 5400 5501	Otal ating Expenses 020 000 020 190 020 170 020 190 020 190 020 190 020 170 020 170	00 00 00	0		\$ 125,468.80	\$ 66,485.02
5200 5200 5200 5210 5210 5210 5300 5400 5500 5501 5502	020 000 020 190 020 170 020 000 020 190 020 170	00 00				
5200 5200 5210 5210 5210 5300 5400 5500 5501 5502	020 190 020 170 020 000 020 190 020 170	00 00				
5200 5210 5210 5210 5300 5400 5500 5501 5502	020 170 020 000 020 190 020 170	00	0	Travel and Conferences	5,000.00	-
5210 5210 5210 5300 5400 5500 5501 5502	020 000 020 190 020 170		-	Travel and Conferences	-	\$ 378.00
5210 5210 5300 5400 5500 5501 5502	020 190 020 170	00	0	Travel and Conferences	\$ 5,929.00	·
5210 5300 5400 5500 5501 5502	020 170	00	0	Training and Development Expense	5,147.22	_
5210 5300 5400 5500 5501 5502	020 170	00	0	Training and Development Expense	_	\$ 270.00
5300 5400 5500 5501 5502		00	0	Training and Development Expense	\$ 490.00	\$ 180.00
5500 5501 5502	020 000	00	0	Dues and Memberships	,	,
5501 5502	020 000	00	0	Insurance	11,774.00	11,645.76
5501 5502	020 000	00	0	Operation and Housekeeping Services/Supplies		
5502	020 000	00	0	Utilities	29,509.05	35,989.05
	020 000	00	0	Janitorial Services	19,224.00	28,800.00
5504	020 000	00	0	Pest Control Services	1,080.00	-
5505	020 000	00	0	Student Transportation / Field Trips	2,000.00	
5600	020 000	00	0	Space Rental/Leases Expense		
5601	020 000	00	0	Building Maintenance		
5602	020 000	00	0	Other Space Rental		
5605	020 000	00	0	Equipment Rental/Lease Expense	8,460.00	-
5610	020 000	00	0	Equipment Repair		
5615	020 000	00	0	Technology Services		
5800	020 000	00	0	Professional/Consulting Services and Operating Expenditures		
5803	020 000	00	0	Banking and Payroll Service Fees		
5805	020 000	00	0	Legal Services	1,000.00	-
5806	020 000	00	0	Audit Services	4,558.72	-
5810 5811	020 000 020 000	00 00	0 0	Educational Consultants Student Transportation / Field Trips	13,750.00	
5611	020 000	00	O	Student Transportation, Tield Tips	13,730.00	
5812	020 000	00	0	Non employee Substitutes	11000	-
5815	020 000	00	0	Advertising / Recruiting		
5820	020 000	00	0	Fundraising Expense		
5822	020 000	00	0	Staff Appreciation - Non Public Funds		
5850/21	020 000	00	0	Scholarships Awarded/Expense		
5873	020 000	00	0	Financial Services		
5877	020 000	00	0	IT Services		
5890	020 000	00	0	Interest/Fees	22.005.00	24 670 00
5875 5899	020 000 020 000	00 00	0	District Oversight Fee CMO Management Fee	22,805.00 419,401.90	21,670.00
5990 5900	020 000 020 000	00	0	Communications	13,395.79	411,848.28 14,829.47
5900 5901	020 000	00	0 0	Marketing	13,395.79	14,829.47
5901 5901	020 000	00	0	Marketing	_	\$ 27.00
5901 5901	020 190	00	0	Marketing	\$ 147.00	
5999	020 000	00	0	Expense Suspense	Ţ 147.00	34.00
	Operating Expen		J		\$ 572,671.68	\$ 527,869.56
C000	020 000	00	0	Depreciation Expense	40.000.00	40.000.00
6900 Capital Outlay		00	0	Depreciation Expense	\$ 40,060.00	40,060.00 \$ 40,060.00
Other Outgoin						
		2-	-	National Income Tourism		
7000	020 000	00	0	Miscellaneous Expense		
7010	020 000	00	65	Special Education Encroachment	252,629.00	382,792.10
	020 000 020 000	00	0	Debt Service - Interest	146,000.00	146,000.00
7438 7500	117/11	00	0	Misc.		

ASES REVENUE \$ 177,382.00 \$ 14,048.65

TOTAL ASES SALARY EXPENSES \$ -

Variance

177,382.00

177,382.00

SALARY EXPENSE BREAKDOWN

TOTAL ASES NON-SALARY EXPENSES

TOTAL ASES EXPENSES

ASES REVENUE	\$	177,382.00
<u>CODE Location Prorgam Restrictor Resource</u> <u>STAFF</u> <u>POSITION</u> <u>FTE</u>		TOTAL COMP
Total Salary Expense	s \$	-
NON-SALARY EXPENSE BREAKDOWN		
Non-Salary Expense		
5810 020 0 63 6010 Consulting Services	\$	177,382.00
Total Non salary Expense	s \$	177,382.00
Total ASES STATE Expenses	\$	177,382.00

TOTAL FEDERAL REVENUE		\$ 193,449.00
TOTAL FEDERAL SALARY EXPENSES		\$ 10,500.00
TOTAL FEDERAL NON-SALARY EXPENSES		\$ 182,949.00
TOTAL FEDERAL EXPENSES		\$ 193,449.00
	Variance	\$ -

SALARY EXPENSE BREAKDOWN

LEIREV	ENUE						\$	74,496.00
CODE	Location	<u>Prorgam</u>	Restrictor	Resource	<u>STAFF</u>	<u>POSITION</u>	<u>FTE</u>	TOTAL COMP
					Classified Support			
1100	20		1		Saturday School			10500
						Total Sala	ry Expenses \$	10,500.00
					NON-SALARY EXPENSE BREAKI	OOWN		
					Non-Salary Expense			
5210	020	0	01	3010	Professional Development		\$	48,996.00
4300	020	0	01	3010	Material: Aleks		\$	15,000.00
						Total Non sala	ry Expenses \$	63,996.00
xpenses							\$	74,496.00

							*still	projecting				
FEDERAL F	DERAL FOOD SERVICE PROGRAM REVENUE \$											
CODE	<u>Location</u>	<u>Prorgam</u>	Restrictor	<u>Resource</u>	<u>STAFF</u>	<u>POSITION</u>	<u>FTE</u>	TOTAL COMP				
sified Supp	port											
							\$	-				
y Expenses							\$	-				
EXPENSE	BREAKDO	OWN										
Salary Exp	ense											
4700	20		47	0 FO)		\$	-				
y Expenses							\$	-				
s Expenses							\$	-				

FEDERAL	FACILITY G	RANT REVI	ENUE				Ş	109,500.00
CODE	Location	<u>Prorgam</u>	Restrictor	Resource	<u>STAFF</u>	<u>POSITION</u>	<u>FTE</u>	TOTAL COMP
sified Sup	port							
							Ş	-
y Expenses							Ş	-
EXPENSE	BREAKDO	OWN						
96XX	20	0		0 Mortage			\$	109,500
Salary Ex	pense							
y Expenses							Ş	109,500.00
t Expenses							Ş	109,500.00
LAPENSES							7	103,300.00

TLE II REVENU	UE							\$ 9,453.00
CODE Loca	cation	<u>Prorgam</u>	Restrictor	Resource	<u>STAFF</u>	<u>POSITION</u>	<u>FTE</u>	TOTAL COMP
					Classified Support			
								\$ -
						Total Salary	Expenses	\$ -
5210 020		0	02	4035 P	rofessional Development NON-SALARY EXPENSE BREAKDOWN			\$ 9,453.00
								\$ 9,453.00
					Non-Salary Expense			
4000						0		\$ -
						Total Non salary	Expenses	\$ -
						Total TITLE I Expenses		\$ -

LE VI RI	EVENUE					\$ 10,000.00
CODE	Location	<u>Prorgam</u>	Restrictor	Resource	STAFF POSITION FTE	TOTAL COMP
					Classified Support	
						\$ -
					Total Salary Expenses	\$ -
4100	020	180	0	0	Curriculumn	\$ 2,000.0
4300	020	180	0	0	Materials & Supplies	\$ 6,000.0
4315	020	180	0	0	Meeting Refreshments	
5100	020	180	0	0	Travel & Conferences	
5200	020	180	0	0	Auto Reimbursement	\$ -
5210	020	180	0	0	Professional Development	\$ -
5877	020	180	0	0	Technology	\$ 2,000.0
					NON-SALARY EXPENSE BREAKDOWN	
					Non-Salary Expense	\$ 10,000.
4000					0	\$ -
					Total Non salary Expenses	\$ 10,000.0
xpenses						\$ _

TOTAL LOCAL REVENUE	\$	64,187.00
TOTAL LOCAL SALARY EXPENSES	\$	39,794.80
TOTAL LOCAL NON-SALARY EXPENSES	\$	24,392.20
TOTAL LOCAL EXPENSES	\$	64,187.00
Variance	Ś	0.00

SALARY EXPENSE BREAKDOWN

CODE Location Prorgam Restrictor Resource STAFF POSITION FTE TOTAL COMP Total Salary Expenses \$								* 9	Still projecting	
Total Salary Expenses \$ - NON-SALARY EXPENSE BREAKDOWN Non-Salary Expense 4700 Food for Students \$ - Total Non salary Expenses \$ -	LOCAL FO	OD SERVIC	ES REVEN	UE				\$		-
NON-SALARY EXPENSE BREAKDOWN Non-Salary Expense 4700 Food for Students \$ - Total Non salary Expenses \$ -	CODE	Location	Prorgam	Restrictor	Resource	STAFF POS	SITION FTE	<u> </u>	OTAL COMP	
NON-SALARY EXPENSE BREAKDOWN Non-Salary Expense 4700 Food for Students \$ - Total Non salary Expenses \$ -										
NON-SALARY EXPENSE BREAKDOWN Non-Salary Expense 4700 Food for Students \$ - Total Non salary Expenses \$ -										
NON-SALARY EXPENSE BREAKDOWN Non-Salary Expense 4700 Food for Students \$ - Total Non salary Expenses \$ -							Tatal Calama Famanasa	*		
Non-Salary Expense 4700 Food for Students \$ - Total Non salary Expenses \$ -							Total Salary Expenses	\$		-
4700 Food for Students \$ - Total Non salary Expenses \$ -						NON-SALARY EXPENSE BREAKDOWN				
Total Non salary Expenses \$ -						Non-Salary Expense				
	4700					Food for Students		\$		-
Total Local Food Srvs Expenses \$ -						Tota	al Non salary Expenses	\$		-
Total Local Food Srvs Expenses \$ -										
						Total Local Food Srv	vs Expenses	\$		-

LOCAL ME	ASURE G1 -	-Carryover	ſ				\$		-
CODE	Location	Prorgam	Restrictor	Resource	<u>STAFF</u>	POSITION FT	<u>E</u>	TOTAL COMP	
					Classified Support				
							\$		-
						Total Salary Expe	nses \$		-
					NON-SALARY EXPENSE BREAKDOWN				
					Non-Salary Expense				
4315					Supplies for Students		\$		-
4400					Non- Capitalized Equiptment		\$		-
						Total Non salary Expe	nses \$		-

CALMEA	ASURE G1 -	- 2020-202	21 Allocation	n			\$	64,187.
ODE	<u>Location</u>	<u>Prorgam</u>	Restrictor	Resource	<u>STAFF</u>	<u>POSITION</u>	<u>FTE</u>	TOTAL COMP
					Certificated Support			
						VPA		
						Coordinator		
						/ TSA (.51		
						AIPCS i/ .49		
1100	20	0	95	9033 Hamm	er, Misha	AIPCS II)	0.51 \$	39,794
						Total Salary E	xpenses \$	39,794
				N	ION-SALARY EXPENSE BREAKDOWN			
					Non-Salary Expense			
4410 (020	0	95	9033 Compu	iters/Software		\$	9,560
	020	0	95	9033 Classro	om Supplies		\$	8,382
4315 (020	0	95	9033 Space i	rental/Lease Expense		\$	1,000
4315 (5600 (0	95	9033 Educat	ional Consultants		\$	4,700
	020						4	750
5600 (0	95	9033 Advert	izing/Recruiting		\$	/50

\$ 2,167,427 \$ 1,105,388 \$ 1,062,039

Full Name	Title	Department	FTE	9	Salar	y Rate	Compensation	AIPCS	СОМР	AIP	CS II COMP
Peter Holmquist	Head of Middle School		0.	51	\$	115,000	134,045.81	\$	68,363	\$	65,682.45
Riffat Akram	Head of Division (Academics	, S		51	•	96,425	113,225.89	\$	57,745		55,480.68
Natalie Glass	Dean of Students Middle Sc			51	-	71,050	84,248.71	\$	42,967		41,281.87
					•	•	-	\$	-	\$, -
Hammer, Misha	VPA Coord/TSA		0.	51	\$	73,198	78,029.01	\$	39,795	-	38,234.22
Hinds, Patrice	Teacher	ELA/7th	0.	51	\$	57,732	62,043.48	\$	31,642	\$	30,401.31
Solis, Alma	Teacher	Math/7th		1	\$	61,725	69,193.79	\$	35,289		33,904.96
Vasquez, Morning Star	Teacher	6th		1	\$	61,060	72,435.83	\$	36,942		35,493.56
May, Pam	Teacher	Math/8th	0.	51	\$	58,157	67,942.97	\$	34,651		33,292.06
Draper, Matthew	Teacher	6th		1	\$	59,028	72,679.68	\$	37,067	\$	35,613.04
Baker, Christopher	Teacher	ELA/7th		1	\$	60,158	69,675.22	\$	35,534	\$	34,140.86
Readeye, Alisha	Teacher		0.	51	\$	56,739	62,143.14	\$	31,693	\$	30,450.14
Seiwald, Madeleine	Teacher	ELA/8th		1	\$	61,976	65,822.89	\$	33,570	\$	32,253.21
Bakheit, Zubida	Teacher	8th	0.	51	\$	58,157	62,289.24	\$	31,768	\$	30,521.73
Sabrie, Najwa	Teacher	8th	0.	51	\$	58,157	63,379.30	\$	32,323	\$	31,055.86
Case, Kristina	Teacher	PE	0.	51	\$	59,028	64,335.61	\$	32,811	\$	31,524.45
Worley, Jermaine	Teacher	PE	0.	51	\$	59,028	64,335.61	\$	32,811	\$	31,524.45
Esola, Michael	Teacher	PE	0.	51	\$	61,060	64,430.46	\$	32,860	\$	31,570.93
Sanchez, Juan	Teacher .40 / IA .40	PE	().4	\$	59,028	23,611.20	\$	12,042	\$	11,569.49
Blondeau, Janet	Teacher	Art	0.	51	\$	59,028	62,299.73	\$	31,773	\$	30,526.87
Wu, Fenglin	Teacher	Mandarin	0.	55	\$	66,014	71,119.15	\$	36,271	\$	34,848.38
Vacant	Teacher	Spanish	0.	55	\$	59,028	63,763.87	\$	32,520	\$	31,244.29
Chau, Nhi	Teacher (SPED)		0.10	71	\$	59,028	61,015.37	\$	31,118	\$	29,897.53
Gustafson Ohare, Rebecca	Teacher			1	\$	65,875	71,181.79	\$	36,303	\$	34,879.08
Ko, Jennifer	Teacher			1	\$	61,976	67,380.04	\$	34,364	\$	33,016.22
Turner Collen	Teacher			1	\$	63,849	69,252.72	\$	35,319	\$	33,933.83
Yuan, Joyce	Teacher			1	\$	61,725	69,193.80	\$	35,289	\$	33,904.96
Frost, Allison	Teacher			1	\$	58,157	60,144.84	\$	30,674	\$	29,470.97
							-	\$	-	\$	-
								\$	-	\$	-
							-	\$	-	\$	-
Wright-Proctor, Makayla	Admin		0.	55	\$	55,640	65,326.43	\$	33,316	\$	32,009.95
Jones Jr, Tony			0.	55	\$	29,131	35,866.37	\$	18,292	\$	17,574.52
Xia, Yuquing			0.	55	\$	44,933	56,819.02	\$	28,978	\$	27,841.32
Yemane, Naomi	Clerk I (31.200 *.4 FTE)		0.	26	\$	12,300	13,476.96	\$	6,873	\$	6,603.71
Sanchez, Juan	IA II		(0.6	\$	44,933	53,560.51	\$	27,316	\$	26,244.65
Lee, Eric	IA III		0.	27	\$	51,596	13,930.88	\$	7,105	\$	6,826.13
Ha, Melissa	IA III ELD		0.	27	\$	51,596	13,930.92	\$	7,105	\$	6,826.15
Huang, Haijian	Student Supervisor		0.	19	\$	24,697	25,296.84	\$	12,901	\$	12,395.45

		AIPCS I		AIPCS II	<u>AIPHS</u>	<u>Total</u>
Enrollment		240		665	440	1345
Average Daily Attendance Percentage		96%		96%	95%	
Average Daily Attendance		230.4		638.4	418	1286.8
Prorgam		<u>AIPCS I</u>		<u>AIPCS II</u>	<u>AIPHS</u>	<u>Total Cost</u>
CMO	\$	411,848.28	\$	1,121,142.54	\$ 755,055.18 \$	2,288,046.00
PPE Equiptment (CMO)	\$	-	\$	-	\$ - \$	150,000.00
Uniform Replacements (at Heads discretion)	\$	-	\$	-	\$ - \$	-
Go Guardian - District Wide \$12.36 per user	\$	2,966.40	\$	8,219.40	\$ 5,438.40 \$	16,624.20
Vehicle Lease (transportation)	\$	8,232.88	\$	8,232.88	\$ 8,232.88 \$	24,698.64
AIMS Staff Boot Camp	\$	3,400.00	\$	6,600.00	\$ 10,000.00 \$	20,000.00
General Administration		AIPCS I		AIPCS II	<u>AIPHS</u>	<u>Total Cost</u>
12th Street Utilities						
Disposal: Waste Management	\$	19,717.20	\$	53,674.60	\$ 36,148.20 \$	109,540.00
Gas/ Electric	\$	14,997.34	\$	42,326.09	\$ 27,495.12 \$	83,318.55
Water/Sewer	\$	1,274.51	\$	3,469.49	\$ 2,336.60 \$	7,080.60
Telephone	\$	12,586.85	\$	34,264.21	\$ 23,075.90 \$	69,926.96
Internet	\$	2,242.62	\$	10,104.91	\$ 4,111.47 \$	12,459.00
Custodial	\$	28,800.00	\$	78,400.00	\$ 52,800.00 \$	160,000.00
OUSD Agreements		AIPCS I		AIPCS II	<u>AIPHS</u>	<u>Total Cost</u>
Special Education SELPA (\$1799 Per Eligible Student ADA)	\$	413,909.94	\$	1,147,101.79	\$ 715,438.98 \$	2,276,450.71
1% OUSD District Administration Fee	\$	22,290.00	\$	68,028.00	\$ 44,160.00 \$	134,478.00
Prop 39 Facilities (Rental from OUSD)	\$	-	\$	-	\$ 230,000.00 \$	230,000.00
Insurance Policies & Operation Contracts		AIPCS I		AIPCS II	<u>AIPHS</u>	<u>Total Cost</u>
Workers Compensation			P	aid thru payroll	\$	86,882.00
D & O Insurance	\$	9,186	\$	25,007	\$ 16,842 \$	51,034.99
Student Accident Insurance	\$	1,559	\$	4,245	\$ 2,859 \$	8,663.68
Auto Insurance	•	900	\$	2,450	\$ 1,650 \$	5,000.00
Audit Services	•	4,320.00	\$	11,760.00	\$ 7,920.00 \$	30,200.00
Back Office Support	\$	39,600.00	\$	107,800.00	\$ 72,600.00 \$	225,000.00

<u>Grade</u>	# Of Students		2019-202	20 P2 %
K	71		AIPCS	230.12
1	71		AIPCS II	637.75
2	69		AIPHS	397.76
3	72			
4	71			
5	82			
6	76			
7	73			
8	80			
TOTAL	665			
	75			
6 7	75 82			
8				
	83	TOTAL FLENAENTA DV	426	
TOTAL	240	TOTAL MUDDLE	436	
		TOTAL MIDDLE	469	
9	128	TOTAL HIGH SCHOOL	440	
10	128		1345	
11	108			
12	81			
TOTAL	440			
IOIAL	440			
	AIPCS II SPLIT			
AIPCS II K-8	436	66%		
AIPCS II 6-8	229	34%		
NAI	IDDLE SCHOOL SPLIT			
AIPCS	240	51%		
AIPCS II	229	49%		
AIF CO II	229	7370		

469

TOTAL MIDDLE SCH

2020-21 Projected

\$1,200 \$

\$1,200 \$

\$1,200 \$

\$

Increased cost

*included Psych Services

1,798.67 \$

1,798.67 \$

1,798.67 \$

\$

276,144 \$

765,300 \$

477,312 \$

1,518,756

Special Education SELPA Cost

0.96

0.96

0.95

2020-21 Suggesting \$ 413,909.94

1,147,101.79

2,276,450.71

715,438.98

\$ 137,765.94 0.33284

\$ 238,126.98 0.33284

\$ 381,801.79 0.33284

AIPCS I Middle School Staff /FTF Changes

	Stall / FIE Changes	
1)		
2)		
3)		
4)		
5)		

ADA SPLIT							
AIPCS I	51%						
AIPCS II	49%						

Positive Pay

6)	\$ -	AIPCS I
7)	\$ -	Between Sites
8)	\$ -	Between Sites
9)	\$ -	Between Sites
10)	\$ -	Between Sites
11)	\$ -	Between Sites
12)	\$ -	Between Sites
13)	\$ -	Between Sites
14)	\$ -	Between Sites
15)	\$ -	Between Sites
16)	\$ -	Between Sites
17)	\$ -	Between Sites
18)	\$ -	Between Sites
19)	\$ -	Between Sites

	Counseling Prorgam Budget: Program 170											
									33%		49%	18%
CODE	Location	<u>Program</u>	Restrictor	Resource			TOTAL		AIPHS AMT		AIPCS 2	AIPCS 1
4200	020	190	0	0	Books	\$	500.00	\$	165.00	\$	245.00	\$ 90.00
4300	020	190	0	0	Materials & Supplies	\$	1,000.00	\$	330.00	\$	490.00	\$ 180.00
4400	020	190	0	0	Non Cap Equipt	\$	1,200.00	\$	396.00	\$	588.00	\$ 216.00
5200	020	190	0	0	Travel & Conference	\$	2,100.00	\$	693.00	\$	1,029.00	\$ 378.00
	020	190	0	0	Mileage Reimbursement		600	\$	-	\$	-	\$ -
	020	190	0	0	Conference		1,500	\$	-	\$	-	\$ -
5210	020	190	0	0	Professional Development	\$	1,500.00	\$	495.00	\$	735.00	\$ 270.00
5901	020	190	0	0	Marketing	\$	150.00	\$	49.50	\$	73.50	\$ 27.00
	Total Counseling Prorgam Budget							\$	2,128.50	\$	3,160.50	\$ 1,161.00

	Coll	ege Bo	ds Pror							
								33%	49%	18%
CODE	Location	<u>Program</u>	Restrictor	Resource			<u>Amounts</u>	AIPHS AMT	AIPCS 2	AIPCS 1
4300	020	170	0	0	Materials & Supplies	\$	2,000.00	\$ 660.00	\$ 980.00	\$ 360.00
4400	020	170	0	0	Non Cap Equipt	\$	1,200.00	\$ 396.00	\$ 588.00	\$ 216.00
5200	020	170	0	0	Travel & Conference	\$	12,100.00	\$ 3,993.00	\$ 5,929.00	\$ 2,178.00
	020	170	0	0	Mileage Reimbursement		600	\$ -	\$ -	\$ -
	020	170	0	0	Conference		1,500	\$ -	\$ -	\$ -
	020	170	0	0	College Tours		10,000	\$ -	\$ -	\$ -
5210	020	170	0	0	Professional Development	\$	1,000.00	\$ 330.00	\$ 490.00	\$ 180.00
5901	020	170	0	0	Marketing	\$	300.00	\$ 99.00	\$ 147.00	\$ 54.00
	Total College Bound Prorgam Budget							\$ 5,478.00	\$ 8,134.00	\$ 2,988.00

	ELD Prorgam Budget: Program 180										
									33%	49%	18%
CODE	Location	Program	Restrictor	Resource			<u>Amounts</u>		AIPHS AMT	AIPCS 2	AIPCS 1
4100	020	180	0	0	Curriculumn	\$	9,000.00	\$	2,970.00	\$ 4,410.00	\$ 1,620.00
4300	020	180	0	0	Materials & Supplies	\$	4,000.00	\$	1,320.00	\$ 1,960.00	\$ 720.00
4315	020	180	0	0	Meeting Refreshments	\$	1,000.00	\$	330.00	\$ 490.00	\$ 180.00
5100	020	180	0	0	Travel & Conferences	\$	3,000.00	\$	990.00	\$ 1,470.00	\$ 540.00
5200	020	180	0	0	Auto Reimbursement	\$	1,000.00	\$	330.00	\$ 490.00	\$ 180.00
5210	020	180	0	0	Professional Development	\$	2,000.00	\$	660.00	\$ 980.00	\$ 360.00
5877	020	180	0	0	Technology	\$	4,000.00	\$	1,320.00	\$ 1,960.00	\$ 720.00
	Total ELD Prorgam Budget						24,000.00	\$	7,920.00	\$ 11,760.00	\$ 4,320.00

1200	030	180	03	0	Chand, Vannee
2100	030	180	03	0	Eric Lee
2100	030	180	03	0	Melissa Ha

			AIPCS I		AIPCS II	AIPCS II	AIPHS
Salary	Benefits				K-5	6 thru 8	
				18%	32%	17%	33%
\$ 66,964.63	\$ 16,084.27	\$ 83,048.90	\$	14,948.80	\$ 26,575.65	\$ 14,118.31	\$ 27,406.14
\$ 50,833.36	\$ 11,093.35	\$ 61,926.71	\$	11,146.81	\$ 19,816.55	\$ 10,527.54	\$ 20,435.81
\$ 50,833.36	\$ 9,871.61	\$ 60,704.97	\$	10,926.89	\$ 19,425.59	\$ 10,319.84	\$ 20,032.64

\$ 64,187.00

<u>AMT</u>	OBJECT	<u>ITEM</u>
\$ 41,677.00	1100-3000	.5 FTE Music Teacher
\$ 1,500.00	4315	Instrument Replacement/Repair
\$ 1,500.00	4315	Art supplies
\$ 3,000.00	5810	VPA Department Performances
\$ 1,500.00	4315	School Culture Climate Events, displays, and PD
\$ 1,000.00	5600	Music Theater Stipend
\$ 850.00	5810	Music Related Trips and Guest Presentations
\$ 850.00	5810	Art Related Trips and Guest Presentations
\$ 6,560.00	4410	Rosetta Stone for World Languages
\$ 3,000.00	4410	GoGuardian Internet Montoring Software
\$ 750.00	5815	5-6thGrade enrollment outreach
\$ 2,000.00	4315	PBIS rewards and training (incentives)

OBJECT CODE SET UP

\$ 9,560.00	4410	Computers/Software
\$ 6,500.00	4315	Classroom Supplies
\$ 1,000.00	5600	Space rental/Lease Expense
\$ 4,700.00	5810	Educational Consultants
\$ 750.00	5815	Advertizing/Recruiting
\$ 41,677.00	1100-3000	Salary/Benefit
\$ 64,187.00		

AIPCS I Middle School Staff /FTF Changes

	Stall / FIE Changes	
1)		
2)		
3)		
4)		
5)		

ADA S	<u>PLIT</u>
AIPCS I	51%
AIPCS II	49%

Positive Pay

6)	\$ -	AIPCS I
7)	\$ -	Between Sites
8)	\$ -	Between Sites
9)	\$ -	Between Sites
10)	\$ -	Between Sites
11)	\$ -	Between Sites
12)	\$ -	Between Sites
13)	\$ -	Between Sites
14)	\$ -	Between Sites
15)	\$ -	Between Sites
16)	\$ -	Between Sites
17)	\$ -	Between Sites
18)	\$ -	Between Sites
19)	\$ -	Between Sites



American Indian Public Charter

Seament Name	Filter
Object	All
Restriction	All
Location	All
Program	All

		July - May	2019-2	2020	
Account	Description	Actual	Total	%	
	Total Personnel Expenses	\$861.973	\$1.347.833	36.05%	1
4100	Approved Textbooks and Core Curricula	\$33,621	\$34,442	2.38%	
4200	Books and Other Reference Materials	\$5,394	\$5,852	7.83%]
4300	Materials and Supplies	\$22,278	\$40,004	44.31%]
4315	Classroom Materials and Supplies	\$12,081	\$24,613	50.92%	
4318	Afterschool Materials and Supplies	-	\$4,734	100.00%	
4342	Materials for School Sponsored Athletics	\$2,933	-	0.00%	
4381	Materials for Plant Maintenance	\$4,724		46.38%	<u>1</u>
4400	Noncapitalized Equipment	\$26,861	\$64,069	58.07%	
4410	Computers/Network/Software	\$28,092	\$5,765		Actuals exceed budget
4430	Noncapitalized Student Equipment	\$74,444	\$60,629	0.0070	Actuals exceed budget
4700	Food and Food Supplies	\$44,160	\$37,531	0.00%	
	d Supplies	\$254,587	\$286,449	11.12%	1
5200	Travel and Conferences	\$3,333	\$617	0.00%	
5210	Training and Development Expense	\$10,171	\$12,606	19.32%	_
5300	Dues and Memberships	\$2,330	\$2,338	0.34%	
<u>5400</u>	Insurance	\$16, <u>309</u>	\$15,445	0.00%	1
5500	Operation and Housekeeping Services	\$259	-	0.00%	4
5501	Utilities	\$46,596		1.34%	
5502	Janitorial Services	\$18,158	\$28,098	35.37%	
5504	Pest Control Services	\$706	\$929	24.06%	
5600	Space Rental/Leases Expense	\$250	\$202 \$126.000		Actuals exceed budget Actuals exceed budget
5601 5602	Building Maintenance Other Space Rental	\$142,855 \$1,280		17.15%	
5605	Equipment Rental/Lease Expense	\$1,280	\$1,344		Actuals exceed budget
5615	Technology Services	\$12,404	\$2,227	100.00%	
		¢1.47.70.4			
5800	Professional/Consulting Services and	\$147,794			Actuals exceed budget
<u>5803</u>	Banking and Payroll Service Fees	\$497	\$112	0.00%	
<u>5805</u>	Legal Services and Audit	\$2,193	\$920	100.00%	
5810 5811	Educational Consultants	\$2,193 \$1,307	\$11,469	80.88%	4
12011	Student Transportation	\$1,50/	\$5,064	74.20%	1

5812	Non employee substitutes	\$122,250	\$45,372	0.00%	Actuals exceed budget
5815	Advertising/Recruiting	\$5,000	\$1,030	0.00%	
5820	Fundraising Expense	-	\$3,726	100.00%	
5822	Staff Appreciation - Non Public Funds	\$1,827	\$1,327	0.00%	
5842	Services Student Athletics	\$921	-	0.00%	
5873	Financial Services	_	\$13,947	100.00%	
5875	District Oversight Fee	-	\$22,805	<u> 100.00%</u>	
5877	IT Services	\$7,465	\$17,430	<u>57.17%</u>	
5890	Interest Expense/Fees	\$924	\$942	1.93%	
5899	CMO Management Fee Expense	\$419,402	\$422,162	0.65%	
5900	Communications (Tele., Internet,	\$1,051	\$6,930	84.84%	Actuals exceed budget
5901	Marketing	\$3,015	\$180	0.00%	
5910	Postage	\$70	\$244	71.25%	
Services	& Other Operating Expenses	\$968,445	\$834,900	0.00%	
6900	Depreciation Expense	_	\$28,848	<u> 100.00%</u>	
Capital O	utlay	-	\$28,848	100.00%	
7141	Special Education Encroachment District	\$68,898	\$252,629	72.73%	
7438	Debt Service - Interest	\$92,458	\$146,000	36.67%	
Other Ou		\$161,356	\$398,629	59.52%	
	Total Operational Expenses		\$1 <i>.</i> 548 <i>.</i> 826	10.62%	
Total Exp	enses	\$2,246,362	\$2,896,659	<u> 22.45%</u>	
Net Incor	me	(\$774,876)	(\$35,252)		

								MIDDLE SCHOOL	. AIPCS II										
				10	98						г	\$1,906,596	1	\$1,992,120			г	\$2,369,417	AIPCS I AIPCS II \$ 805,613.60 \$ 659,138.40
				13	90						L	\$1,900,590		\$1,992,120		3% investment	3% Match	Ψ2,309,417	\$ 600,013.00 \$ 609,136.40
			_						AIPCS I	AIPCS II				Projected 19-20	Projected 19-20	Projected 403	Projected 403	Total Projected	
<u>Object</u>	Location	Restrictor	Resource	<u>Position</u>	<u>Last Name</u>	Fist Name	<u>Subjects</u>	Grade Level	FTE	FTE	Column/Step		Column/Step		Benefits	Investment	Match	Compensation	1
1100	20	00	0	Teacher	Perez	Jenni	ELA	7th Grade	0.55			\$58,156		\$58,156		\$1,744.68	\$52.34	•	
1100	20	00	0	Teacher	Solis	Alma	Math	7th Grade	0	1.0 FTE	BA 5	\$60,813	BA 5	\$60,813		\$1,824.39	\$54.73	\$69,841.79	
1100	20	00	0	Teacher	Coenen	Teresa	ELA	8th Grade	1,0	4.0.575	BA 5	\$60,813	BA 6	\$60,813	\$8,714	\$1,824.39	\$54.73	\$69,581.82	
1100	20	00	0	Teacher	Vacancy (Black)	Vacancy		6th Grade 6th Grade	0	1.0 FTE 1.0 FTE	AVRG Sal MA 2	\$60,813	AVRG Sal	\$60,813 \$60,158	9200 \$9,792	\$1,824.39	\$54.73	\$70,067.73	4
1100 1100	20	00	0	Teacher Teacher	Vasquez Oh	Morning Star Joseph	Math	8th Grade	0.5		EXCB 2	\$60,158 \$31,319	MA 2 EXCB 3	\$31,788	\$9,792 \$9,267	\$1,804.74 \$953.65	\$54.14 \$28.61	\$70,003.84	Noodo to cian nous contract
1100	20	00	0	Teacher	Turner	Colleen	ELA	8th Grade	0.0	1.0 FTE	MA 6	\$62,905	MA 6	\$62,905		\$1,887.15	\$56.61		Needs to sign new contract
1100	20	00	0	Teacher	Chu	Suzen	ELA	olli Grade	U	.18 FTE	WTW	\$10,263	WTW	\$10,468		\$314.04	\$9.42		-
2100		00	1	Instructional Assistant	Chu	Suzen				.82 FTE	WTW	\$10,263	WTW	\$41,683		φ3 14.04	φ9.42	\$57,573.73	
1100		00	0	Teacher	Short	Mia				1.0 FTE	BA 2	\$58,156	BA 2	\$58,156	\$ 8,150.77	\$1,744.68	\$52.34		
2100		00	0	Instructional Assistant II	Jones	Charmise				1.0 FTE	IA II 1	\$43,615	IA II 3	\$44,933		φ1,744.00	Ψ02.04	\$61,905.14	
2400		00	0	Administrative Assistant II		Carlos				1.0 FTE	ADMN2 1	\$54,818	ADMN2 3	\$56,475				\$74,624.59	
1100		00	0	PF	Arcement	Gerard				.60FTE	BA 2	\$34,894	BA 2	\$34,894	\$10,537	\$1,046.82	\$31.40		
1300		00	0	Head of Division	Williams	Maurice	N/A	N/A		1.0 FTE	HOD 2	\$95,000	HOS 1	\$113,275		ψ1,040.02	ψ01.40	\$124,186.37	
1300		00	0	Dean of Middle School	Akram	Afram	N/A	N/A		1.0 FTE	DOSS 2	\$70,000	HOD 2	\$93,575	\$24,084			\$117,659.25	
1300		00	0	Dean of Students	Dizon	Fredrick	N/A	N/A		1.0 FTE	DOSS 2	\$70,000	DOSS 1	\$70,000				\$80,793.86	
1900		00	0	TSA (coordinator)	Hammer	Mishaelle	Music	6-8 grades		1.0 FTE		\$71,050	DOSS 3	\$72,116	\$9,621	\$2,163.47	\$64.90		
1100		00	0	PE	Case	Kristina	PE		0.55	l	BA 2	\$58,156	BA 2	\$58,156	\$ 20,097.18	\$1,744.68	\$52.34		
1100		00	0	PE	Esola	Michael	PE		0.55		MA 3	\$60,158	MA 3	\$60,158	\$11,904	\$1,804.74	\$54.14	\$72,116.14	
1100		00	0	PE	Worley	Jermaine	PE		0.55		BA 2	\$58,156	BA 2	\$58,156	\$ 7,892.99	\$1,744.68	\$52.34	•	
1100		00	0	Foreign Language	Ortiz	Yeimy	Spanish			1.0 FTE	BA 2	\$58,156	BA 2	\$58,156	\$ 7,892.99	,		\$66,048.99	
1100		00	0	Foreign Language	Wu	Fenglin	Mandarin			1.0 FTE	EXCD 2	\$65,038	EXCD 3	\$66,013				\$76,857.94	Needs to sign new contract
1100		00	0	Teacher	Yuan	Joyce		6th Grade		1.0 FTE	BA 5	\$60,813	BA 5	\$60,813	\$8,298	\$1,824.39	\$54.73	\$69,165.83	
1100		00	0	Teacher	Ko	Jennifer		6th Grade		1.0 FTE	MA 4	\$61,060	MA 4	\$61,060	\$ 8,958.81	\$1,831.80	\$54.95	\$70,073.76	
1100		00	0	Teacher	Draper	Matthew		6th Grade		1.0 FTE	BA 2	\$58,156	BA 2	\$58,156	\$8,715	\$1,744.68	\$52.34	\$66,923.37	
1100		00	0	Teacher	Spencer	Rebecca		6th Grade		1.0 FTE	EXCA 2	\$63,943	EXCA 3	\$64,902	\$ 17,740.82	\$1,947.06	\$58.41	\$82,701.11	Needs to sign new contract
1100		00	0	Teacher	Baker	Christopher	ELA	7th Grade		1.0 FTE	MA 2	\$59,269	MA 2	\$59,269	\$9,213	\$1,778.07	\$53.34	\$68,535.46	
1100		00	0	Teacher	Vacancy (Logan)	Vacancy		7th Grade		1.0 FTE	AVRG Sal	\$60,813	AVRG Sal	\$60,813	9200	\$1,824.39	\$54.73	\$70,067.73	
1100		00	0	Teacher	Vacancy (short)	Vacancy		7th Grade		1.0 FTE	AVRG Sal	\$60,813	AVRG Sal	\$60,813	\$9,200	\$1,824.39	\$54.73	\$70,067.73	
1100		00	0	Teacher	Seafong	Teresa		7th Grade		1.0 FTE			0	\$0	\$ 8,784.22	\$0.00	\$0.00	\$8,784.22	
1100		00	0	Teacher	Seiwald	Madeleine	ELA	8th Grade		1.0 FTE	MA 3	\$61,060		\$61,060	\$8,532	\$1,831.80	\$54.95	\$69,647.04	
1100		00	0	Teacher	Vacancy (Henry)	Vacancy		8th Grade		1.0 FTE	AVRG Sal	\$60,813	AVRG Sal	\$60,813	\$8,776	\$1,824.39	\$54.73	\$69,643.45	4
1100		00	0	Teacher	Vacancy (Puga)	Vacancy		8th Grade		1.0 FTE	AVRG Sal	\$60,813	AVRG Sal	\$60,813	\$8,590	\$1,824.39	\$54.73	\$69,457.36	
1100		00	0	Art	Blondeau	Janet	Art			0.9	BA 2	\$58,156		\$58,156				\$64,807.16	
2400		00	0	Clerk 3	Wilson	Bria				1.0 FTE	CK3 1	\$20	CK3 1	\$33,791	\$13,112			\$46,903.26	
1100		00	0	Substitute Clerk	Choi	Peter				1.0 FTE	SUB	\$16							-
1100		00	0	Student Supervisor Aide	Huang	Hai Jian	İ	- 1	1	1.0 FTE	SSA 1	\$15		1					

* Mr. Sharpe Belongs somewhere

\$ 46,622.00

Load for 2019-20	020 allocation		This amount is ov	ver the allocation
\$ 1,000.00	4315		\$ 2,393.00	4315
\$ 2,250.00	4315		\$ 1,000.00	5711 Tech
\$ 1,500.00	4315		\$ 1,596.00	4200 books
\$ 1,750.00	4315		\$ 1,025.00	1120
\$ 2,000.00	4315		\$ 889.00	4400 Drawing tablets
\$ 1,500.00	4315		\$ 885.00	4410 Printer
\$ 2,500.00	4315	\$ 12,500.00	\$ 684.00	4410 Tech Adobe
\$ 2,250.00	4400		\$ 684.00	5210 Training
\$ 2,250.00	4400		\$ 513.00	5800
\$ 2,250.00	4400		\$ 513.00	4315
\$ 2,250.00	4400		\$ 342.00	4315
\$ 1,000.00	4400		\$ 342.00	5800 PBIC coord
\$ 2,250.00	4400		\$ 104.00	4315
\$ 20,508.00	4400	\$ 32,758.00	\$ 4,443.00	4315 Incentives
\$ 1,364.00	5811	\$ 1,364.00	\$ 2,734.00	5812 field trips
		\$ 46,622.00	\$ 2,734.00	4315
			\$ 6,152.00	4400

*increments of 1.5%

FTE: FULL TIME EQUIVALENT DAYS PER YEAR HOURS PER DAY

Daily \$

Hourly \$

240.69 \$

30.09 \$

244.30 \$

30.54 \$

247.97

31.00 \$

251.69

31.46 \$

255.46 \$

31.93 \$

259.29 \$

32.41 \$

263.18 \$

32.90 | \$

267.13

33.39

 12 MONTH POSITION
 260
 8

 11 MONTH POSITION
 205
 8

PCN STEP I STEP II STEP III STEP IV STEP V STEP VI STEP VIII Step VII **CERTIFICATED MANAGEMENT** 1300 \$ 113,275.00 \$ 115,000.00 | \$ 116,725.00 118,475.88 \$ 120,253.01 122,056.81 | \$ 123,887.66 | \$ 125,745.98 Head of School Monthly 9,439.58 \$ 9,583.33 | \$ 9,727.08 9,872.99 10,021.08 10,171.40 | \$ 10,323.97 \$ 10,478.83 Daily 435.67 \$ 442.31 | \$ 448.94 455.68 462.51 469.45 | \$ 476.49 483.64 54.46 \$ 55.29 56.12 56.96 57.81 58.68 \$ 59.56 60.45 Hourly 1300 \$ 93,575.00 \$ 95,000.00 | \$ 96,425.00 97,871.38 100,829.54 \$ 102,341.98 Head of Division 99,339.45 \$ 103,877.11 7,797.92 \$ 8,278.29 8,402.46 \$ Monthly 7,916.67 8,035.42 8,155.95 8,528.50 8,656.43 359.90 \$ 365.38 370.87 376.43 382.07 387.81 \$ 393.62 399.53 Daily 44.99 \$ 45.67 \$ 46.36 47.05 \$ 47.76 48.48 \$ 49.94 Hourly \$ 49.20 | \$ 71,050.00 Dean of Schools (Secondary) 68,950.00 \$ 70,000.00 \$ 72,115.75 \$ 73,197.49 74,295.45 \$ 75,409.88 \$ 76,541.03 **1300** \$ Monthly 5,745.83 \$ 5,833.33 | \$ 5,920.83 6,009.65 \$ 6,099.79 6,191.29 | \$ 6,284.16 | \$ 6,378.42 Daily \$ 265.19 \$ 269.23 | \$ 273.27 277.37 | \$ 281.53 285.75 \$ 290.04 | \$ 294.39 33.15 \$ 33.65 \$ 34.16 34.67 \$ 35.19 35.72 | \$ 36.25 \$ 36.80 **1300** \$ 70,427.50 | \$ 71,500.00 \$ 72,572.50 \$ 73,661.09 \$ 74,766.00 \$ 75,887.49 \$ 77,025.81 \$ 78,181.19 Dean of Students (High School) 5,868.96 \$ 6,323.96 \$ 6,418.82 \$ 6,515.10 Monthly \$ 5,958.33 | \$ 6,047.71 | \$ 6,138.42 | \$ 6,230.50 300.70 Daily \$ 270.88 \$ 275.00 | \$ 279.13 \$ 283.31 | \$ 287.56 291.87 \$ 296.25 \$ 33.86 \$ 34.38 \$ 34.89 \$ 35.41 \$ 35.95 \$ 36.48 \$ 37.03 \$ 37.59 Hourly \$ **CLASSIFIED MANAGEMENT** 118,200.00 | \$ 120,000.00 \$ 123,627.00 \$ 125,481.41 \$ 127,363.63 | \$ 129,274.08 | \$ 131,213.19 **Chief Business Officer** 2300 121,800.00 12 MONTH POSITION Monthly 9,850.00 \$ 10,000.00 \$ 10,150.00 10,302.25 | \$ 10,456.78 10,613.64 | \$ 10,772.84 | \$ 10,934.43 454.62 \$ 461.54 \$ 468.46 475.49 \$ 482.62 489.86 \$ 497.21 \$ 504.67 Daily \$ 56.83 \$ 57.69 \$ 58.56 59.44 \$ 60.33 \$ 61.23 \$ 62.15 \$ 63.08 Hourly \$ **Classified Director 2300** \$ 83,725.00 | \$ 85,000.00 | \$ 86,275.00 | \$ 87,569.13 \$ 88,882.66 \$ 90,215.90 | \$ 91,569.14 | \$ 92,942.68 12 MONTH POSITION Monthly \$ 6,977.08 \$ 7,083.33 \$ 7,189.58 7,297.43 \$ 7,406.89 \$ 7,517.99 \$ 7,630.76 \$ 7,745.22 322.02 \$ 326.92 \$ 331.83 336.80 341.86 346.98 \$ 352.19 \$ 357.47 40.25 \$ 40.87 \$ 42.10 \$ 42.73 \$ 43.37 \$ 44.02 \$ 41.48 44.68 Hourly \$ **Classified Manager 2300** \$ 80,770.00 | \$ 82,000.00 | \$ 83,230.00 | \$ 84,478.45 | \$ 85,745.63 | \$ 87,031.81 | \$ 88,337.29 | \$ 89,662.35 Monthly 6,730.83 \$ 7,252.65 \$ 7,361.44 \$ 7,471.86 12 MONTH POSITION 6,833.33 | \$ 6,935.83 7,039.87 7,145.47 310.65 \$ 315.38 \$ 320.12 324.92 \$ 329.79 334.74 \$ 339.76 \$ 344.86 Daily 42.47 | \$ 38.83 \$ 39.42 \$ 40.01 \$ 40.61 \$ 41.22 \$ 41.84 \$ 43.11 Hourly \$ CLASSIFIED 2400 67,915.75 \$ 68,934.49 \$ 69,968.50 71,018.03 | \$ 72,083.30 73,164.55 \$ 74,262.02 \$ 75,375.95 **Coordinator of Human Resources** 12 MONTH POSITION 5,659.65 \$ 5,744.54 \$ 6,006.94 6,097.05 \$ 6,188.50 \$ 6,281.33 Monthly \$ 5,830.71 | \$ 5,918.17 | \$ 281.40 \$ 285.62 \$ 289.91 261.21 | \$ 265.13 | \$ 269.11 273.15 | \$ 277.24 32.65 \$ 34.14 \$ 34.66 \$ 35.18 \$ 35.70 \$ Hourly \$ 33.14 \$ 33.64 \$ 36.24 73,164.55 \$ 74,262.02 \$ 75,375.95 **2400** \$ 67,915.75 \$ 68,934.49 | \$ 69,968.50 | \$ 71,018.03 | \$ 72,083.30 | \$ **Coordinator of Business Services** 5,659.65 \$ 5,744.54 \$ 6,006.94 12 MONTH POSITION Monthly 5,830.71 5,918.17 | \$ 6,097.05 | \$ 6,188.50 6,281.33 Daily 261.21 \$ 265.13 | \$ 269.11 273.15 \$ 277.24 281.40 \$ 285.62 \$ 289.91 32.65 \$ 33.14 \$ 33.64 \$ 34.14 \$ 34.66 \$ 35.18 \$ 35.70 \$ 36.24 Hourly \$ 54,817.71 \$ 55,639.98 \$ 56,474.58 57,321.69 58,181.52 59,054.24 | \$ 59,940.06 | \$ 60,839.16 Fiscal Technician 2400 12 MONTH POSITION Monthly 4,568.14 \$ 4,636.66 4,706.21 4,776.81 4,848.46 4,921.19 | \$ 4,995.00 5,069.93 Daily \$ 210.84 \$ 214.00 | \$ 217.21 \$ 220.47 \$ 223.78 227.13 \$ 230.54 \$ 234.00 27.15 27.56 \$ 26.35 \$ 26.75 \$ 27.97 28.39 \$ 28.82 \$ 29.25 Hourly \$ 64,025.00 \$ 65,000.00 \$ 65,975.00 \$ 66,964.63 \$ 67,969.09 \$ 68,988.63 \$ 70,023.46 \$ 71,073.81 **Educational Coordinator 2400** \$ 5,909.09 \$ 11 MONTH POSITION Monthly 3 5,820.45 \$ 5,997.73 6,087.69 6,179.01 | \$ 6,271.69 \$ 6,365.77 \$ 6,461.26 321.83 Daily 312.32 | \$ 317.07 | \$ 326.66 331.56 336.53 \$ 341.58 \$ 346.70 39.04 \$ 39.63 \$ 40.23 \$ 40.83 \$ 41.44 \$ 42.07 \$ Hourly \$ 42.70 \$ 43.34 **2400** \$ 44,427.60 | \$ 45,094.01 \$ 45,770.42 46,456.98 \$ 47,153.84 47,861.14 \$ 48,579.06 \$ 49,307.75 **AfterSchool Program Coordinator** 4,038.87 \$ 4,286.71 11 MONTH POSITION Monthly 4,099.46 4,160.95 4,223.36 4,351.01 | \$ 4,416.28 4,482.52 216.72 \$ 219.97 | \$ 223.27 226.62 230.02 233.47 \$ 236.97 \$ 240.53 Daily 27.09 \$ 27.50 \$ 27.91 28.33 \$ 28.75 29.18 \$ 29.62 \$ 30.07 Hourly \$ **2400** \$ 64,025.00 \$ 65,000.00 \$ 65,975.00 66,964.63 \$ 67,969.09 68,988.63 \$ 70,023.46 \$ 71,073.81 **Parent Coordinator** 5,820.45 \$ 5,909.09 | \$ 6,087.69 6,271.69 \$ Monthly 3 5,997.73 6,179.01 6,365.77 \$ 6,461.26 312.32 | \$ 317.07 | \$ 321.83 326.66 331.56 336.53 \$ 341.58 \$ 346.70 43.34 39.04 | \$ 39.63 \$ 40.23 40.83 41.44 42.07 \$ 42.70 | \$ Hourly **Parent Coordinator 2400** \$ 44,427.60 \$ 45,094.01 \$ 45,770.42 \$ 46,456.98 \$ 47,153.84 \$ 47,861.14 \$ 48,579.06 \$ 49,307.75 Monthly Daily 5 216.72 \$ 219.97 \$ 223.27 226.62 \$ 233.47 \$ 236.97 \$ 240.53 230.02 27.09 \$ 27.50 \$ 27.91 \$ 28.33 \$ 28.75 \$ 29.18 \$ 29.62 \$ 30.07 Hourly \$ 55,825.00 **Grant Writer 2400** \$ 54,175.00 \$ 55,000.00 | \$ 56,662.38 \$ 57,512.31 \$ 58,375.00 \$ 59,250.62 \$ 60,139.38 4,925.00 \$ 5,000.00 | \$ 5,075.00 5,151.13 \$ 5,228.39 5,306.82 \$ 5,386.42 \$ 5,467.22 11 MONTH POSITION Monthly 3 234.52 \$ Daily \$ 238.10 | \$ 241.67 \$ 245.29 \$ 248.97 \$ 252.71 \$ 256.50 \$ 260.34 Hourly \$ 29.32 \$ 29.76 \$ 30.21 \$ 30.66 \$ 31.12 \$ 31.59 \$ 32.06 \$ 32.54 64,025.00 \$ 65,000.00 | \$ 65,975.00 66,964.63 \$ 67,969.09 \$ **Executive Assistant** 2400 68,988.63 \$ 70,023.46 \$ 71,073.81 12 MONTH POSITION Monthly \$ 5,335.42 \$ 5,416.67 \$ 5,497.92 5,580.39 5,664.09 5,749.05 \$ 5,835.29 \$ 5,922.82 303.13 \$ Daily \$ 277.16 | \$ 281.39 | \$ 285.61 | \$ 289.89 \$ 294.24 \$ 298.65 \$ 307.68 Hourly \$ 34.65 \$ 35.17 \$ 35.70 \$ 36.78 \$ 37.33 \$ 37.89 \$ 38.46 36.24 | \$ **2400** \$ 49,995.00 \$ 50,744.93 | \$ 51,506.10 \$ 52,278.69 \$ 53,062.87 53,858.81 \$ 54,666.70 \$ 55,486.70 Administrative Assistant I Monthly \$ 4,545.00 \$ 4,682.37 4,823.90 11 MONTH POSITION: Site Based 4,613.18 \$ 4,752.61 4,896.26 \$ 4,969.70 \$ 5,044.25 243.88 \$ 247.54 \$ 255.02 \$ 258.84 270.67 Daily \$ 251.25 | \$ 262.73 \$ 266.67 \$ Hourly \$ 30.48 \$ 30.94 \$ 31.41 \$ 31.88 \$ 32.36 \$ 32.84 \$ 33.33 \$ 33.83 56,474.87 57,322.00 59,054.55 \$ 59,940.37 \$ 60,839.48 54,818.00 \$ 55,640.27 \$ 58,181.83 **2400** \$ **Administrative Assistant II** Monthly 4,983.45 \$ 5,058.21 \$ 5,134.08 5,211.09 5,289.26 5,368.60 | \$ 5,449.12 \$ 5,530.86 11 MONTH POSITION: Site Based 267.40 \$ 271.42 \$ 275.49 279.62 283.81 288.07 \$ 292.39 296.78 Daily \$ 33.43 \$ 36.55 | \$ Hourly \$ 33.93 | \$ 34.44 \$ 34.95 \$ 35.48 36.01 | \$ 37.10 57,347.50 \$ 58,207.71 \$ 2400 59,080.83 59,967.04 \$ 60,866.55 61,779.54 \$ 62,706.24 \$ 63,646.83 Administrative Assistant III 12 MONTH POSITION: CENTRAL Monthly \$ 5,213.41 \$ 5,291.61 \$ 5,370.98 5,451.55 5,533.32 5,616.32 \$ 5,700.57 \$ 5,786.08 Daily 279.74 \$ 283.94 \$ 288.20 292.52 296.91 301.36 | \$ 305.88 310.47 34.97 \$ 35.49 \$ 36.57 \$ 37.11 37.67 \$ 38.24 \$ Hourly \$ 36.02 38.81 60,866.55 \$ 61,779.54 \$ 62,706.24 **Board Secretary 2400** \$ 56,500.00 \$ 57,347.50 \$ 58,207.71 | \$ 59,080.83 \$ 59,967.04 | \$ 4,708.33 \$ 4,778.96 \$ 4,850.64 4,923.40 4,997.25 5,072.21 \$ 5,148.30 12 MONTH POSITION Monthly 5,225.52 Daily 244.59 \$ 248.26 \$ 251.98 255.76 259.60 263.49 \$ 267.44 \$ 271.46 30.57 \$ 31.03 \$ 31.50 31.97 \$ 32.45 \$ 32.94 \$ 33.43 \$ 33.93 Hourly \$ 24,600.00 \$ 24,969.00 | \$ 25,343.54 25,723.69 26,109.54 26,501.19 \$ 26,898.70 \$ 27,302.18 Clerk I: 11 Month 2400 11 MONTH POSITION: Site Based Monthly 2,236.36 \$ 2,269.91 \$ 2,303.96 2,338.52 2,373.59 2,409.20 \$ 2,445.34 2,482.02 Daily \$ 120.00 \$ 121.80 | \$ 123.63 125.48 127.36 129.27 \$ 131.21 | \$ 133.18 Hourly \$ 15.00 | \$ 15.23 | \$ 15.45 | \$ 15.69 | \$ 15.92 | \$ Clerk II: 11 Month 28,700.00 \$ 29,130.50 \$ 29,567.46 30,010.97 | \$ 30,918.05 | \$ 31,381.82 | \$ 31,852.55 | 2400 30,461.13 | \$ 11 MONTH POSITION: Site Based Monthly \$ 2,609.09 \$ 2,648.23 \$ 2,687.95 \$ 2,728.27 \$ 2,769.19 \$ 2,810.73 \$ 2,852.89 \$ 2,895.69 142.10 \$ 146.39 \$ 155.38 Daily \$ 140.00 | \$ 144.23 | \$ 148.59 \$ 150.82 \$ 153.08 \$ 17.50 \$ 17.76 \$ 18.03 \$ 18.30 \$ 18.57 \$ 18.85 \$ 19.14 \$ 19.42 Hourly \$ Clerk III: 11 Month 32,800.00 \$ 33,292.00 \$ 33,791.38 34,298.25 | \$ 34,812.72 \$ 35,334.92 \$ 35,864.94 \$ 36,402.91 **2400** \$ Monthly 3,026.55 \$ 3,071.94 3,212.27 \$ 3,260.45 \$ 3,309.36 11 MONTH POSITION: Site Based 2,981.82 \$ 3,118.02 \$ 3,164.79 Daily \$ 160.00 | \$ 162.40 \$ 164.84 \$ 167.31 \$ 169.82 \$ 172.37 \$ 174.95 \$ 177.58 20.00 \$ 20.30 \$ 20.60 \$ 20.91 \$ 21.23 \$ 21.55 \$ 21.87 \$ 22.20 Hourly \$ **FOOD SRVS Clerk: 11 Month 2400** \$ 31,200.00 \$ 31,668.00 \$ 32,143.02 | \$ 32,625.17 \$ 33,114.54 \$ 33,611.26 \$ 34,115.43 \$ 34,627.16 11 MONTH POSITION: Site Based Monthly \$ 2,836.36 \$ 2,878.91 \$ 2,922.09 2,965.92 \$ 3,010.41 3,055.57 \$ 3,101.40 \$ 3,147.92 Daily \$ 152.20 \$ 154.48 \$ 156.80 159.15 \$ 161.53 \$ 163.96 \$ 166.42 \$ 168.91 19.02 \$ 19.31 \$ 19.60 \$ 19.89 \$ 20.80 \$ 21.11 Hourly \$ 20.19 \$ 20.49 \$ Instructional Aide I **2100** \$ 28,700.00 \$ 29,130.50 \$ 29,567.46 \$ 30,010.97 \$ 30,461.13 \$ 30,918.05 \$ 31,381.82 \$ 31,852.55 2,852.89 \$ 2,895.69 2,609.09 \$ 2,648.23 \$ 2,687.95 \$ 2,728.27 \$ 2,810.73 \$ 11 MONTH POSITION: Site Based Monthly \$ 2,769.19 | \$ Daily \$ 140.00 \$ 142.10 \$ 146.39 \$ 148.59 150.82 \$ 153.08 \$ 155.38 144.23 17.50 \$ 17.76 \$ 18.03 \$ 18.30 \$ 18.57 \$ 18.85 \$ 19.14 | \$ 19.42 Hourly \$ 45,607.26 \$ 43,615.00 \$ 44,269.23 \$ 44,933.26 \$ 46,291.37 \$ 46,985.74 \$ 47,690.53 \$ 48,405.89 Instructional Aide II **2100** \$ 4,335.50 \$ 4,400.54 11 MONTH POSITION: Site Based Monthly \$ 3,965.00 \$ 4,024.48 \$ 4,084.84 4,146.11 \$ 4,208.31 \$ 4,271.43 \$ 212.76 \$ 215.95 \$ 232.64 \$ Daily \$ 219.19 \$ 222.47 \$ 225.81 \$ 229.20 \$ 236.13 Hourly \$ 26.59 \$ 26.99 \$ 27.40 \$ 27.81 \$ 28.23 \$ 28.65 \$ 29.08 \$ 29.52 53,155.35 \$ 53,952.68 \$ 54,761.97 Instructional Aide III **2100** \$ 49,342.00 \$ 50,082.13 \$ 50,833.36 \$ 51,595.86 \$ 52,369.80 \$ 11 MONTH POSITION: Site Based Monthly \$ 4,485.64 \$ 4,552.92 \$ 4,621.21 \$ 4,690.53 \$ 4,760.89 \$ 4,832.30 \$ 4,904.79 \$ 4,978.36

OTHER CERTIFICATED

• ***=** •=*****								
Counselor	1200 \$	73,875.00	\$ 75,000.00	\$ 76,125.00	77,266.88	\$ 78,425.88	\$ 79,602.27 \$	80,796.30 \$ 82,008.
	Monthly \$	6,715.91	\$ 6,818.18	\$ \$ 6,920.45	5 \$ 7,024.26	\$ 7,129.63	\$ 7,236.57 \$	7,345.12 \$ 7,455.
	Daily \$	360.37	\$ 365.85	\$ 371.34	\$ 376.91	\$ 382.57	\$ 388.30 \$	394.13 \$ 400.
	Hourly \$	45.05	\$ 45.73	\$ \$ 46.42	2 \$ 47.11	\$ 47.82	\$ 48.54 \$	49.27 \$ 50.

CLASSIFIED STIPENDS

Student Supervision Aide

1200
Monthly
Daily \$
Hourly \$

120.00 15.00 \$ 15.23 \$

15.45 \$

15.69 \$ 15.92 \$

16.16 \$ 16.40 \$ 16.65

AfterSchool Instructor Sports Coach

CHARTER SCHOOL CERTIFICATION

Charter School Name: American Indian Public Charter School

CDS#: 01-61259-6113807

(name continued)

		Charter Approving Entity: Oakl	and Unified School District	
		County: Alam	neda	
		Charter #: <u>0106</u>		
		Fiscal Year: 2020	/21	
(<u>x</u>)	2020/21 approved	by the governing board of the charter school, it includes	ORT ALTERNATIVE FORM: This report has been less the expenditures necessary to implement the Local Coter school pursuant to Education Code Section 47604.3	
	Signed:		Date: 6/25/20	
		Charter School Ófficial (Original signature required)		
	Print	Maya waada Cadiz	Title: Cuperintendent	
	Name:	Maya woods-Cadiz	Title: Superintendent	
(<u>x</u>)	2020/21 is hereby	ounty Superintendent of Schools: CHARTER SCHOOL BUDGET FINANCIAL REPO	cation Code Section 47604.33.	
	Signed:		Date:	
		Authorized Representative of Charter Approving Entity (Original signature required)		
	Print			
	Name:	Minh Co	Title: Accounting Manager	
		onal information on the BUDGET, please contact:		
		oving Entity:	For Charter School:	
	Minh Co Name		Katema Ballentine Name	
		a Managar		
	Title	ng Manager	Chief Business Officer Title	
	(510) 879	D-0132	510-893-8701 x17	
	Telephon		Telephone	
	minh.co@	ousd.org	katema.ballentine@aimschools.org	
	E-mail ad	dress	E-mail address	
()		CHARTER SCHOOL BUDGET FINANCIAL REPORT MATERIAL ACCURACY BY THE COUNTY SUPERINTENDED	ORT ALTERNATIVE FORM: This report nt of Schools pursuant to <i>Education Code</i> Section 4760	4.33.
	Signed:		Date:	
		ACOE District Advisor		

Charter School Name: American Indian Public Charter School

(name continued)

CDS #: 01-61259-6113807

Charter Approving Entity: Oakland Unified School District

County: Alameda

Charter #: 0106

Budgeting Period: 2020/21

x	Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
	Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

		Est. Actuals	Current Bi	udget Year	
Description	Object Code	Prior Year	Unrest.	Rest.	Total
A. REVENUES	Object Gode	THO TOU	Om con	11001.	Total
1. LCFF Sources					
State Aid - Current Year	8011	1,339,045.00	1,383,256.00		1,383,256.00
Education Protection Account State Aid - Current Year	8012	364,448.00	375,558.00		375,558.00
State Aid - Prior Years	8019				0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	576,993.00	547,492.00		547,492.00
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		2,280,486.00	2,306,306.00	0.00	2,306,306.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	91,500.16		93,949.00	93,949.00
Special Education - Federal	8181, 8182				0.00
Child Nutrition - Federal	8220	67,698.76		69,733.00	69,733.00
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299	108,999.00		149,383.00	149,383.00
Total, Federal Revenues		268,197.92	0.00	313,065.00	313,065.00
3. Other State Revenues					
Special Education - State	StateRevSE				0.00
All Other State Revenues	StateRevAO	216,313.79	42,305.00	237,044.00	279,349.00
Total, Other State Revenues		216,313.79	42,305.00	237,044.00	279,349.00
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	96,408.41	96,600.00		96,600.00
Total, Local Revenues		96,408.41	96,600.00	0.00	96,600.00
10000, 00000000000000000000000000000000		55,155111	22,222.	5.55	55,555.55
5. TOTAL REVENUES		2,861,406.12	2,445,211.00	550,109.00	2,995,320.00
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	732,724.32	665,979.00	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	665,979.00
Certificated Pupil Support Salaries	1200	51,466.25	48,439.00		48,439.00
Certificated Supervisors' and Administrators' Salaries	1300	100,801.25	94,886.00		94,886.00
Other Certificated Salaries	1900				0.00
Total, Certificated Salaries		884,991.82	809,304.00	0.00	809,304.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	90,764.66	51,638.00		51,638.00
Non-certificated Support Salaries	2200				0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	9,246.16	4,693.00		4,693.00
Clerical and Office Salaries	2400	108,356.44	74,172.00		74,172.00
Other Non-certificated Salaries	2900	4,400.00	10,500.00		10,500.00
Total, Non-certificated Salaries		212,767.26	141,003.00	0.00	141,003.00

Budget Alternative Form Page 2

Charter School Name: American Indian Public Charter School

(name continued)

		Est. Actuals	Current B	udget Year	
Description	Object Code	Prior Year	Unrest.	Rest.	Total
3. Employee Benefits					
STRS	3101-3102				0.00
PERS	3201-3202	59,419.92	57,884.00		57,884.00
OASDI / Medicare / Alternative	3301-3302	85,401.47	72,698.00		72,698.00
Health and Welfare Benefits	3401-3402	78,097.03	51,953.00		51,953.00
Unemployment Insurance	3501-3502	15,937.84	13,111.00		13,111.00
Workers' Compensation Insurance	3601-3602	10,541.01	17,486.00		17,486.00
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
Other Employee Benefits	3901-3902	676.73	599.00		599.00
Total, Employee Benefits		250,074.00	213,731.00	0.00	213,731.00
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	34,441.49	0.00	2,000.00	2,000.00
Books and Other Reference Materials	4200	5,852.29	0.00	90.00	90.00
Materials and Supplies	4300	78,161.61	31,866.00	12,752.00	44,618.00
Noncapitalized Equipment	4400	130,462.76	11,576.00	1,416.00	12,992.00
Food	4700	37,530.80	82,384.00		82,384.00
Total, Books and Supplies		286,448.95	125,826.00	16,258.00	142,084.00
Services and Other Operating Expenditures					
Subagreements for Services	5100		0.00		0.00
Travel and Conferences	5200	13,223.02	59,006.00	2,448.00	61,454.00
Dues and Memberships	5300	2,338.02	0.00		0.00
Insurance	5400	15,444.82	11,646.00		11,646.00
Operations and Housekeeping Services	5500	76,256.92	64,789.00		64,789.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	139,371.31	53,366.00		53,366.00
Transfers of Direct Costs	5700-5799				0.00
Professional/Consulting Services & Operating Expend.	5800	580,911.50	318,616.00	58,544.00	377,160.00
Communications	5900	7,353.84	7,528.00	27.00	7,555.00
Total, Services and Other Operating Expenditures		834,899.43	514,951.00	61,019.00	575,970.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major					
Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900	28,848.00	28,848.00		28,848.00
Total, Capital Outlay		28,848.00	28,848.00	0.00	28,848.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	252,629.00	331,411.00	93,949.00	425,360.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			55,510.00	0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:	1000-1000				0.00
	7420	146 000 00	146 000 00		146 000 00
Interest Principal	7438 7439	146,000.00	146,000.00		146,000.00 0.00
Total, Other Outgo		398,629.00	477,411.00	93,949.00	571,360.00

Charter School Name: American Indian Public Charter School

(name continued)

8. TOTAL EXPENDITURES	2,896,658.46	2,311,074.00	171,226.00	2,482,300.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.				
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)	(35,252.34)	134,137.00	378,883.00	513,020.00

Charter School Name: American Indian Public Charter School
(name continued)

		Est. Actuals	Current Bu	udget Year	
Description	Object Code	Prior Year	Unrest.	Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts					
(must net to zero)	8980-8999		0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
4. 101/12 011121(1110/11/01/02/03/02/02/03/02/03/02/03/03/03/03/03/03/03/03/03/03/03/03/03/		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(35,252.34)	134,137.00	378,883.00	513,020.00
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	1,228,520.73	1,193,268.66		1,193,268.66
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.27			0.00
c. Adjusted Beginning Balance		1,228,521.00	1,193,268.66	0.00	1,193,268.66
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,193,268.66	1,327,405.66	378,883.00	1,706,288.66
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740			378,883.00	378,883.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	86,900.00	74,769.00		74,769.00
Unassigned / Unappropriated Amount	9790	1,106,368.66	1,252,636.66	0.00	1,252,636.66

CHARTER SCHOOL MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: American Indian Public Charter School
(name continued)

CDS #: 01-61259-6113807

Charter Approving Entity: Oakland Unified School District

County: Alameda
Charter #: 0106
Fiscal Year: 2020/21

This charter school uses the following basis of accounting:

X	Accrual Basis (Applicable Capital Assets	/ Interest on Long-Term Debt	/ Long-Term Liabilities	objects are 6900,	7438,	9400-9499,	and 9660-9	3 669)
-								

	Modified Accrual Basis (Applicable	Capital Outlay / Debt	Service objects are 6100-6170,	6200-6500, 7438, and 7439)
--	------------------------------------	-----------------------	--------------------------------	----------------------------

			FY 2020/21		Totals for	Totals for
Description	Object Code	Unrestricted	Restricted	Total	2021/22	2022/23
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	1,383,256.00	0.00	1,383,256.00	1,432,651.00	1,511,745.00
Education Protection Account State Aid - Current Year	8012	375,558.00	0.00	375,558.00	372,333.00	375,397.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	547,492.00	0.00	547,492.00	589,477.00	594,427.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		2,306,306.00	0.00	2,306,306.00	2,394,461.00	2,481,569.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	93,949.00	93,949.00	93,249.00	93,949.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	69,733.00	69,733.00	69,152.00	69,733.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	149,383.00	149,383.00	0.00	0.00
Total, Federal Revenues		0.00	313,065.00	313,065.00	162,401.00	163,682.00
Total, Foundation		0.00	010,000.00	010,000.00	102,101.00	100,002.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	0.00	0.00		
All Other State Revenues	StateRevAO	42,305.00	237,044.00	279,349.00	233,836.00	56,193.00
Total, Other State Revenues		42,305.00	237,044.00	279,349.00	233,836.00	56,193.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	96.600.00	0.00	96.600.00	96,545.00	96.600.00
Total, Local Revenues	Loodii (07/10	96,600.00	0.00	96.600.00	96.545.00	96,600.00
Total, 2004 Novolubo		00,000.00	0.00	00,000.00	00,010.00	00,000.00
5. TOTAL REVENUES		2,445,211.00	550,109.00	2,995,320.00	2,887,243.00	2,798,044.00
B. EXPENDITURES						
Certificated Salaries						
Certificated Galaries Certificated Teachers' Salaries	1100	665,979.00	0.00	665,979.00	554,185.00	568,040.00
Certificated Pupil Support Salaries	1200	48,439.00	0.00	48,439.00	49,650.00	50,891.00
Certificated Fupil Support Salaries Certificated Supervisors' and Administrators' Salaries	1300	94,886.00	0.00	94,886.00	97,258.00	99,689.00
Other Certificated Salaries	1900	0.00	0.00	0.00	51,200.00	33,003.00
Total. Certificated Salaries	1300	809.304.00	0.00	809.304.00	701,093.00	718,620.00
Total, oct illicated Galaries		000,004.00	0.00	000,004.00	701,030.00	7 10,020.00
2. Non-certificated Salaries	0400	54 000 00	0.00	E4 000 00	50.700.00	50,000,00
Non-certificated Instructional Aides' Salaries	2100	51,638.00	0.00	51,638.00	52,786.00	53,962.00
Non-certificated Support Salaries	2200	0.00	0.00	0.00	4.046.00	4.000.00
Non-certificated Supervisors' and Administrators' Sal.	2300	4,693.00	0.00	4,693.00	4,810.00	4,930.00
Clerical and Office Salaries	2400	74,172.00	0.00	74,172.00	76,027.00	77,927.00
Other Non-certificated Salaries	2900	10,500.00	0.00	10,500.00	10,500.00	10,500.00
Total, Non-certificated Salaries		141,003.00	0.00	141,003.00	144,123.00	147,319.00

Budget MYP Page 6

CHARTER SCHOOL MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: American Indian Public Charter School

(name continued)

Description	75,878.00 62,118.00 55,678.00 10,480.00 14,940.00 219,605.00 23,919.00 262.00 73,933.00 62,158.00 87,554.00 247,826.00
STRS 3101-3102 0.00 0.00 0.00 PERS 3201-3202 57,884.00 0.00 57,884.00 71,268.00 OASDI / Medicare / Alternative 3301-3302 72,698.00 0.00 72,698.00 64,658.00 Health and Welfare Benefits 3401-3402 51,953.00 0.00 51,953.00 53,027.00 Unemployment Insurance 3501-3502 13,111.00 0.00 13,111.00 11,452.00 Workers' Compensation Insurance 3601-3602 17,486.00 0.00 17,486.00 15,552.00 OPEB, Allocated 3701-3702 0.00 0.00 0.00 0.00 0.00 OPEB, Active Employees 3751-3752 0.00 0.00 0.00 0.00 0.00 Other Employee Benefits 3901-3902 599.00 0.00 599.00 499.00 Total, Employee Benefits 4100 0.00 2,000.00 2,000.00 23,000.00 Books and Supplies 4100 0.00 2,000.00 2,000.00 2,000.00 2,000.00 2,000.	62,118.00 55,678.00 10,480.00 14,940.00 511.00 219,605.00 23,919.00 262.00 73,933.00 62,158.00 87,554.00
PERS 3201-3202 57,884.00 0.00 57,884.00 71,268.00 OASDI / Medicare / Alternative 3301-3302 72,698.00 0.00 72,698.00 64,658.00 Health and Welfare Benefits 3401-3402 51,953.00 0.00 51,953.00 53,027.00 Unemployment Insurance 3501-3502 13,111.00 0.00 13,111.00 11,452.00 Workers' Compensation Insurance 3601-3602 17,486.00 0.00 17,486.00 15,552.00 OPEB, Allocated 3701-3702 0.00 0.00 0.00 0.00 OPEB, Allocated 3701-3702 0.00 0.00 0.00 OPEB, Allocated 0.00 0.00 OPEB, All	62,118.00 55,678.00 10,480.00 14,940.00 511.00 219,605.00 23,919.00 262.00 73,933.00 62,158.00 87,554.00
OASDI / Medicare / Alternative 3301-3302 72,698.00 0.00 72,698.00 64,658.00 Health and Welfare Benefits 3401-3402 51,953.00 0.00 51,953.00 53,027.00 Unemployment Insurance 3501-3502 13,111.00 0.00 13,111.00 11,452.00 Workers' Compensation Insurance 3601-3602 17,486.00 0.00 17,486.00 15,552.00 OPEB, Allocated 3701-3702 0.00 0.00 0.00 0.00 OPEB, Active Employees 3751-3752 0.00 0.00 0.00 0.00 OPEB, Active Employee Benefits 3901-3902 599.00 0.00 599.00 499.00 Total, Employee Benefits 213,731.00 0.00 213,731.00 216,456.00 4. Books and Supplies 4100 0.00 2,000.00 2,000.00 23,000.00 Materials and Supplies 4200 0.00 90.00 90.00 252.00 Materials and Supplies 4300 31,866.00 12,752.00 44,618.00 71,992.00 Noncapitalized Equipment 4400 11,576.00 1,416.00 12,992.00 71,992.00 Food 4700 82,384.00 0.00 82,384.00 84,189.00 Total, Books and Supplies 5100 0.00 2,448.00 61,454.00 238,302.00 5. Services and Other Operating Expenditures 5200 59,006.00 2,448.00 61,456.00 62,802.00 Dues and Memberships 5300 0.00 0.00 0.00 11,646.00 11,901.00	62,118.00 55,678.00 10,480.00 14,940.00 511.00 219,605.00 23,919.00 262.00 73,933.00 62,158.00 87,554.00
Health and Welfare Benefits 3401-3402 51,953.00 0.00 51,953.00 53,027.00	55,678.00 10,480.00 14,940.00 511.00 219,605.00 23,919.00 262.00 73,933.00 62,158.00 87,554.00
Unemployment Insurance 3501-3502 13,111.00 0.00 13,111.00 11,452.00	10,480.00 14,940.00 511.00 219,605.00 23,919.00 262.00 73,933.00 62,158.00 87,554.00
Workers' Compensation Insurance 3601-3602 17,486.00 0.00 17,486.00 15,552.00 OPEB, Allocated 3701-3702 0.00 0.00 0.00 0.00 OPEB, Active Employees 3751-3752 0.00 0.00 599.00 499.00 Other Employee Benefits 3901-3902 599.00 0.00 599.00 499.00 Total, Employee Benefits 213,731.00 0.00 213,731.00 216,456.00 4. Books and Supplies 4100 0.00 2,000.00 23,000.00 Books and Other Reference Materials 4200 0.00 90.00 90.00 252.00 Materials and Supplies 4300 31,866.00 12,752.00 44,618.00 71,092.00 Noncapitalized Equipment 4400 11,576.00 1,416.00 12,992.00 59,769.00 Food 4700 82,384.00 0.00 82,384.00 84,189.00 Total, Books and Supplies 5100 0.00 0.00 0.00 5. Services and Other Operating Expenditures 5100 0.00	14,940.00 511.00 219,605.00 23,919.00 262.00 73,933.00 62,158.00 87,554.00
OPEB, Allocated 3701-3702 0.00 0.00 0.00 OPEB, Active Employees 3751-3752 0.00 0.00 0.00 Other Employee Benefits 3901-3902 599.00 0.00 599.00 499.00 Total, Employee Benefits 213,731.00 0.00 213,731.00 216,456.00 4. Books and Supplies 4100 0.00 2,000.00 2,000.00 23,000.00 Books and Other Reference Materials 4200 0.00 90.00 90.00 252.00 Materials and Supplies 4300 31,866.00 12,752.00 44,618.00 71,092.00 Noncapitalized Equipment 4400 11,576.00 1,416.00 12,992.00 59,769.00 Food 4700 82,384.00 0.00 82,384.00 84,189.00 Total, Books and Supplies 125,826.00 16,258.00 142,084.00 238,302.00 5. Services and Other Operating Expenditures 500 0.00 0.00 0.00 0.00 Travel and Conferences 5200 59,006.00 2,448.00	511.00 219,605.00 23,919.00 262.00 73,933.00 62,158.00 87,554.00
OPEB, Active Employees 3751-3752 0.00 0.00 0.00 Other Employee Benefits 3901-3902 599.00 0.00 599.00 499.00 Total, Employee Benefits 213,731.00 0.00 213,731.00 216,456.00 4. Books and Supplies 4100 0.00 2,000.00 2,000.00 23,000.00 Books and Other Reference Materials 4200 0.00 90.00 90.00 252.00 Materials and Supplies 4300 31,866.00 12,752.00 44,618.00 71,092.00 Noncapitalized Equipment 4400 11,576.00 1,416.00 12,992.00 59,769.00 Food 4700 82,384.00 0.00 82,384.00 84,189.00 Total, Books and Supplies 125,826.00 16,258.00 142,084.00 238,302.00 5. Services and Other Operating Expenditures 5100 0.00 0.00 0.00 0.00 Travel and Conferences 5200 59,006.00 2,448.00 61,454.00 62,802.00 Dues and Memberships 5300 <td< td=""><td>219,605.00 23,919.00 262.00 73,933.00 62,158.00 87,554.00</td></td<>	219,605.00 23,919.00 262.00 73,933.00 62,158.00 87,554.00
Other Employee Benefits 3901-3902 599.00 0.00 599.00 499.00 Total, Employee Benefits 213,731.00 0.00 213,731.00 216,456.00 4. Books and Supplies 4100 0.00 2,000.00 2,000.00 23,000.00 Books and Other Reference Materials 4200 0.00 90.00 90.00 90.00 252.00 Materials and Supplies 4300 31,866.00 12,752.00 44,618.00 71,092.00 Noncapitalized Equipment 4400 11,576.00 1,416.00 12,992.00 59,769.00 Food 4700 82,384.00 0.00 82,384.00 84,189.00 Total, Books and Supplies 125,826.00 16,258.00 142,084.00 238,302.00 5. Services and Other Operating Expenditures 5100 0.00 0.00 0.00 Subagreements for Services 5100 0.00 0.00 0.00 61,454.00 62,802.00 Dues and Memberships 5300 0.00 0.00 0.00 11,646.00 11,901.00	219,605.00 23,919.00 262.00 73,933.00 62,158.00 87,554.00
Total, Employee Benefits 213,731.00 0.00 213,731.00 216,456.00	219,605.00 23,919.00 262.00 73,933.00 62,158.00 87,554.00
4. Books and Supplies 4100 0.00 2,000.00 2,000.00 23,000.00 Books and Other Reference Materials 4200 0.00 90.00 90.00 252.00 Materials and Supplies 4300 31,866.00 12,752.00 44,618.00 71,092.00 Noncapitalized Equipment 4400 11,576.00 1,416.00 12,992.00 59,769.00 Food 4700 82,384.00 0.00 82,384.00 84,189.00 Total, Books and Supplies 125,826.00 16,258.00 142,084.00 238,302.00 5. Services and Other Operating Expenditures 5100 0.00 0.00 0.00 0.00 Travel and Conferences 5200 59,006.00 2,448.00 61,454.00 62,802.00 Dues and Memberships 5300 0.00 0.00 0.00 11,646.00 11,646.00 11,646.00 11,901.00	23,919.00 262.00 73,933.00 62,158.00 87,554.00
Approved Textbooks and Core Curricula Materials 4100 0.00 2,000.00 2,000.00 23,000.00 Books and Other Reference Materials 4200 0.00 90.00 90.00 90.00 252.00 Materials and Supplies 4300 31,866.00 12,752.00 44,618.00 71,092.00 Noncapitalized Equipment 4400 11,576.00 1,416.00 12,992.00 59,769.00 Food 4700 82,384.00 0.00 82,384.00 84,189.00 Total, Books and Supplies 125,826.00 16,258.00 142,084.00 238,302.00 12,7	262.00 73,933.00 62,158.00 87,554.00
Approved Textbooks and Core Curricula Materials 4100 0.00 2,000.00 2,000.00 23,000.00 Books and Other Reference Materials 4200 0.00 90.00 90.00 90.00 252.00 Materials and Supplies 4300 31,866.00 12,752.00 44,618.00 71,092.00 Noncapitalized Equipment 4400 11,576.00 1,416.00 12,992.00 59,769.00 Food 4700 82,384.00 0.00 82,384.00 84,189.00 Total, Books and Supplies 125,826.00 16,258.00 142,084.00 238,302.00 12,7	262.00 73,933.00 62,158.00 87,554.00
Books and Other Reference Materials	262.00 73,933.00 62,158.00 87,554.00
Materials and Supplies 4300 31,866.00 12,752.00 44,618.00 71,092.00 Noncapitalized Equipment 4400 11,576.00 1,416.00 12,992.00 59,769.00 Food 4700 82,384.00 0.00 82,384.00 84,189.00 Total, Books and Supplies 125,826.00 16,258.00 142,084.00 238,302.00 5. Services and Other Operating Expenditures 5100 0.00 0.00 0.00 0.00 Travel and Conferences 5200 59,006.00 2,448.00 61,454.00 62,802.00 Dues and Memberships 5300 0.00 0.00 0.00 11,646.00 11,646.00 11,646.00 11,646.00 11,646.00 11,646.00 11,901.00	73,933.00 62,158.00 87,554.00
Noncapitalized Equipment	62,158.00 87,554.00
Food	87,554.00
Total, Books and Supplies 125,826.00 16,258.00 142,084.00 238,302.00 5. Services and Other Operating Expenditures Subagreements for Services Travel and Conferences Dues and Memberships Insurance Subagreements for Services Subagreements for Servi	
5. Services and Other Operating Expenditures 5100 0.00 0.00 0.00 Subagreements for Services 5100 59.006.00 2.448.00 61.454.00 62.802.00 Travel and Conferences 5200 59.006.00 2.448.00 61.454.00 62.802.00 Dues and Memberships 5300 0.00 0.00 0.00 Insurance 5400 11,646.00 0.00 11,646.00 11,901.00	247,826.00
Subagreements for Services 5100 0.00 0.00 0.00 Travel and Conferences 5200 59,006.00 2,448.00 61,454.00 62,802.00 Dues and Memberships 5300 0.00 0.00 0.00 0.00 Insurance 5400 11,646.00 0.00 11,646.00 11,646.00	
Subagreements for Services 5100 0.00 0.00 0.00 Travel and Conferences 5200 59,006.00 2,448.00 61,454.00 62,802.00 Dues and Memberships 5300 0.00 0.00 0.00 0.00 Insurance 5400 11,646.00 0.00 11,646.00 11,646.00	
Travel and Conferences 5200 59,006.00 2,448.00 61,454.00 62,802.00 Dues and Memberships 5300 0.00 0.00 0.00 0.00 Insurance 5400 11,646.00 0.00 11,646.00 11,646.00	
Dues and Memberships 5300 0.00 0.00 0.00 Insurance 5400 11,646.00 0.00 11,646.00 11,646.00	
Insurance 5400 11,646.00 0.00 11,646.00 11,901.00	65,312.00
	12,377.00
Operations and Housekeeping Services 5500 64,789.00 0.00 64,789.00 66,209.00	68,855.00
Rentals, Leases, Repairs, and Noncap. Improvements 5600 53,366.00 0.00 53,366.00 87,440.00	89,057.00
Transfers of Direct Costs 5700-5799 0.00 0.00 0.00	
Professional/Consulting Services and Operating Expend. 5800 318,616.00 58,544.00 377,160.00 530,240.00	549,637.00
Communications 5900 7,528.00 27.00 7,555.00 7,720.00	8,029.00
Total, Services and Other Operating Expenditures 514,951.00 61,019.00 575,970.00 766,312.00	793,267.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)	
Land and Improvements of Land 6100-6170 0.00 0.00 0.00	
Buildings and Improvements of Buildings 6200 0.00 0.00 0.00	
Books and Media for New School Libraries or Major	
Expansion of School Libraries 6300 0.00 0.00 0.00	
Equipment 6400 0.00 0.00 0.00	
Equipment Replacement 6500 0.00 0.00 0.00	
Depreciation Expense (for full accrual only) 6900 28,848.00 0.00 28,848.00 28,848.00	28,848.00
Total, Capital Outlay 28,848.00 0.00 28,848.00 28,848.00	28,848.00
7. Other Outgo	
Tuition to Other Schools 7110-7143 0.00 0.00 0.00	
Transfers of Pass-through Revenues to Other LEAs 7211-7213 0.00 0.00 0.00	
Transfers of Apportionments to Other LEAs - Spec. Ed. 7221-7223SE 331,411.00 93,949.00 425,360.00 277,032.00	279,360.00
Transfers of Apportionments to Other LEAs - All Other 7221-7223AO 0.00 0.00 0.00	
All Other Transfers 7281-7299 0.00 0.00 0.00	
Transfers of Indirect Costs 7300-7399 0.00 0.00 0.00	
Debt Service:	
Interest 7438 146,000.00 0.00 146,000.00 146,000.00	146,000.00
Principal 7439 0.00 0.00 0.00	
Total, Other Outgo 477,411.00 93,949.00 571,360.00 423,032.00	425,360.00
	0,000.00
8. TOTAL EXPENDITURES 2,311,074.00 171,226.00 2,482,300.00 2,518,166.00	2,580,845.00
	, 1,11100
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.	ĺ
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) 134.137.00 378.883.00 513,020.00 369,077.00	217,199.00

Budget MYP Page 7

CHARTER SCHOOL MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: American Indian Public Charter School

(name continued)

	FY 2020/21						
Description	Object Code	Unrestricted	Restricted	Total	2021/22	2022/23	
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0.00	0.00	0.00			
2. Less: Other Uses	7630-7699	0.00	0.00	0.00			
Contributions Between Unrestricted and Restricted Accounts							
(must net to zero)	8980-8999	0.00	0.00	0.00			
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		134,137.00	378,883.00	513,020.00	369,077.00	217,199.00	
F. FUND BALANCE, RESERVES							
Beginning Fund Balance					. =		
a. As of July 1	9791	1,193,268.66	0.00	1,193,268.66	1,706,288.66	2,075,365.66	
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00	4 700 000 00	0.075.005.00	
c. Adjusted Beginning Balance		1,193,268.66	0.00	1,193,268.66	1,706,288.66	2,075,365.66	
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,327,405.66	378,883.00	1,706,288.66	2,075,365.66	2,292,564.66	
Components of Ending Fund Balance							
a. Nonspendable							
Revolving Cash	0711	0.00		0.00			
Stores	9711 9712	0.00 0.00	0.00	0.00 0.00			
Prepaid Expenditures	9713	0.00	0.00	0.00			
All Others	9719	0.00	0.00	0.00			
b. Restricted	9740	0.00	378,883.00	378,883.00			
c. Committed			0.0,000.00	0.0,000.00			
Stabilization Arrangements	9750	0.00		0.00			
Other Commitments	9760	0.00		0.00			
d. Assigned	<u> </u>		***************************************	***************************************			
Other Assignments	9780	0.00		0.00			
e. Unassigned/Unappropriated							
Reserve for Economic Uncertainties	9789	74,769.00	0.00	74,769.00	75,545.00	77,425.00	
Undesignated / Unappropriated Amount	9790	1,252,636.66	0.00	1,252,636.66	1,999,820.66	2,215,139.66	

Budget MYP Page 8

MYP BUDGET NARRATIVE AND ASSUMPTION

-With future uncertainty surrounding budget cuts due to COVID-19, please provide a narrative & general assumptions for the projected budget for 20/21,21/22 & 22/13 fiscal years. We would like to see assumptions for each of the revenue categories (LCFF, Federal, State & Local) and expenditure categories (1000-7000 Object).

Revenues: is based on a negative (-7.92) LCFF Calculator before May Revise v20.2c

Enrollment Projections:

20-21	240	ADA	232.8
21-22	238	ADA	230.9
22-23	240	ADA	232.8

State Revenues:

Lottery: \$153 undrestricted / \$54 restricted

Mandate Block Grant: \$16.87 and \$46.87

Federal Revenues is based on revenues from Facilities Grant, Federal CNP, and Title Funds.

Total Local Revenues is based on a combination of Student Lunch Revenue, Foundation Grants, and All Other Local Revenues.

Expenses:

STRS Rate reflects state mandated rates for 20-21 16.15%, 21-22 16.02%, 22-23 18.10%

Nearly all 4000 and 5000 line items were based upon 19-20 per ADA estimated rates, increased by ADA and the CA CPI projected rate per year as per the SSC dartboard. Consequently, each series increases largely in line with the increase in ADA per year.

Appendix xi: Seven Year Projections

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The Formula in the Budget summary page for the Beginning Fund balance has been adjusted. 2024-25, 2025-26 and 2026-27 were not picking up the correct ending fund balance. I adjusted.

2020-2021	1. Eric Lee IAIII position has overtime in 2020-21. Please remove
2021-2022	1. Removed all overtime (not sure why it was in this spreadsheet)
	2. Removed Vacant IA postion in all out years
	3. Updated the eliminated Student Supervisior position. The workseet projected .22 cents
	4. Eliminated (Juan Sanchez) .4 Teacher/.4 IA and all out years
2022-2023	1. No overtime was reflected in this year
	2. Removed 2 Vacant Teacher positions
	3. Removed 1 Clerk 1 position (Tony Jones)
	4. Eliminated (Juan Sanchez) .4 Teacher/.4 IA and all out years
	5. Updated the eliminated Student Supervisior position. The workseet projected .22 cents
2023-2024	1. Removed all overtime (not sure why it was in this spreadsheet)
	2. Removed Vacant IA postion in all out years
	3. Updated the eliminated Student Supervisior position. The workseet projected .22 cents
	4. Eliminated (Juan Sanchez) .4 Teacher/.4 IA and all out years
	5. Removed 2 Vacant Teacher positions
	6. Removed 1 Clerk 1 position (Tony Jones)
2024-2025	1. Removed all overtime (not sure why it was in this spreadsheet)
	2. Removed Vacant IA postion in all out years
	3. Updated the eliminated Student Supervisior position. The workseet projected .22 cents
	4. Eliminated (Juan Sanchez) .4 Teacher/.4 IA and all out years
	5. Removed 2 Vacant Teacher positions
	6. Removed 1 Clerk 1 position (Tony Jones)
2025-2026	1. Removed all overtime (not sure why it was in this spreadsheet)
	2. Removed Vacant IA postion in all out years
	3. Updated the eliminated Student Supervisior position. The workseet projected .22 cents
	4. Eliminated (Juan Sanchez) .4 Teacher/.4 IA and all out years
	5. Removed 2 Vacant Teacher positions
	6. Removed 1 Clerk 1 position (Tony Jones)
2026-2027	1. Removed all overtime (not sure why it was in this spreadsheet)
	2. Removed Vacant IA postion in all out years
	3. Updated the eliminated Student Supervisior position. The workseet projected .22 cents
	4. Eliminated (Juan Sanchez) .4 Teacher/.4 IA and all out years
	5. Removed 2 Vacant Teacher positions

6. Removed 1 Clerk 1 position (Tony Jones)

American Indian Public Charter School

Budget Summary

Seven Year Budget Projections 2020-2027



	SACS C	Obj Code Description	2020-21	2021	-22	2022	2-23	2023	3-24	202	1-25	202	25-26	2026-27
Revenue														
		State	2,545,233		2,596,520		2,484,073		2,638,756		2,689,047		2,668,792	2,690,670
		Federal	297,289		297,289		297,289		297,289		297,289		297,289	297,289
		Local	15,600		15,545		15,600		15,873		15,732		15,732	15,873
	Total Rev	venue	\$ 2,858,122	\$	2,909,354	\$	2,796,962	\$	2,951,918	\$	3,002,068	\$	2,981,814	\$ 3,003,832
Expenses														
-	1000	Certificated Salaries	814,616		785,686		744,070		725,922		725,922		725,922	725,922
	2000	Classified Salaries	117,290		92,203		79,017		92,203		92,204		92,205	92,206
	3000	Benefits	268,318		195,227		174,849		194,160		194,160		194,160	194,160
	4000	Books and Supplies	217,823		312,756		321,282		342,466		343,220		351,217	366,967
	5000	Services and Other Operating Expenses	735,593		771,434		790,345		841,460		843,740		862,465	899,334
	6000	Capital Outlay	28,848		28,848		28,848		40,060		40,060		40,060	40,060
	7000	Other Outgoing	425,360		423,032		425,360		437,000		431,000		315,956	437,000
	Total Exp	penses	\$ 2,607,848	\$	2,609,186	\$	2,563,770	\$	2,673,271	\$	2,670,305	\$	2,581,984	\$ 2,755,648
Surplus / (D	eficit)		\$ 250,274	\$	300,168	\$	233,192	\$	278,647	\$	331,763	\$	399,829	\$ 248,184
	As a % of	f LCFF revenue	11%		13%		10%		11%		13%		15%	9%
Beginning F	und Balar	nce	\$ 1,070,786	\$	1,321,061	\$	1,621,229	\$	1,854,421		2,133,068		2,464,831	\$ 2,864,660
Ending Fun			\$ 1,321,061		1,621,229	\$	1,854,421	\$	2,133,068		2,464,831		2,864,660	3,112,844 113%
Ending Fun		f Expenditures	\$ 1,321,061 51%		1,621,229 62%	\$	1,854,421 72%	\$	2,133,068 80%		2,464,831 94%		2,864,660 109%	

^{*2020-21} AIPCS reduced expenses by additional 7% beyond the 8% reduction in state revenue

^{*} Special Ed services increased by 33% between the 2019-2020 and 2020-2021 fiscal years

^{*} Allocations for nurses were included in the 2020-21 budget

^{*} All Staff in the 2020-21 fiscal year are Split between AIPCS I and AIPCS II (6-8)

American Indian Public Charter School

Student Input

Seven Year Budget Projections 2020-2027

Percentage of Students - ELL

Number of Students

HS

11.4%

27

31%

56%



Prelim Budget

55

50 48

153

1819 HS Total 159.08 735.26 408.50 1,302.8 0.122 0.564 0.314 57 31 12 rounded 0.177874 0.822126 894.34

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ollment By Grade							
Grade 6	75	81	84	85	85	85	85
Grade 7	82	75	81	84	84	84	84
Grade 8	83	82	75	81	81	81	81
Total Enrollment	240	238	240	250	250	250	250
y Attendance Rate							
Grade 6	97.0%	97.0%	97.0%	97.0%	95.0%	95.0%	97.0%
Grade 7	97.0%	97.0%	97.0%	97.0%	95.0%	95.0%	97.0%
Grade 8	97.0%	97.0%	97.0%	97.0%	95.0%	95.0%	97.0%
Average Daily Attendance Rate	97.0%	97.0%	97.0%	97.0%	95.0%	95.0%	97.0%
		·					
rage Daily Attendance by Grade	72.9	70.6	01.5	92.5	90.0	00.0	92.5
Grade 6	72.8	78.6	81.5	82.5	80.8	80.8	82.5
Grade 7	79.5	72.8	78.6	81.5	79.8	79.8	81.5
Grade 8	80.5	79.5	72.8	78.6	77.0	77.0	78.6
Average Overall Daily Attendance	232.8	230.9	232.8	242.5	237.5	237.5	242.5
rage Daily Attendance by Grade Range							
ADA Grades 4-6	72.8	78.6	81.5	82.5	80.8	45.7	82.5
ADA Grades 7-8	160.1	152.3	151.3	160.1	156.8	95.9	160.1
Average Overall Daily Attendance	232.8	230.9	232.8	242.5	237.5	141.6	242.5
Poverty level, % of school's overall students	T				88.0%	88.0%	
Poverty level, number of students					220	00.070	
Free lunch qualifing, % of school's overall students	56.9%	56.9%	56.9%	56.9%	56.9%	56.9%	56.9%
Reduced priced lunch qualifing, % of school's overall s	15.3%	15.3%	15.3%	15.3%	15.3%	15.3%	15.3%
Free/Reduced priced lunch, number of students	173	172	173	181	181	181	181
<u> </u>	<u></u>	,		1		L	
lish Language Learners	<u> </u>	<u> </u>	,		,		
D CG 1 FIX	4.4.40.4	4.4.40.7	11 40/	11.40/	4.4.40.7	4 4 40 /	

11.4%

27

11.4%

27

11.4%

28

11.4%

28

11.4%

28

11.4%

28

American Indian Public Charter School

Revenue

Seven Year Budget Projections 2020-2027



0.98% 1.59% 1.87% 2.33% 2.33% 2.33% 2.33%

5,807

SACS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
State															
8011 LCFF for all grades; state aid portion	1,538,192	1,585,262	1,649,738	1,792,023	1,843,497	1,843,497	1,843,497								
8012 LCFF for all grades; EPA portion	195,672	200,348	200,348	210,450	210,450	210,890	210,890								
8096 In-Lieu of Property Taxes, all grades	578,890	578,890	578,890	578,890	578,890	578,890	578,890								
8019 Prior Year Income / Adjustments	4 0 4 5	4.005	4.045	5.047	4.042	4.042	5.047								
8520 State Food Revenue8560 Lottery	4,845 46,327	4,805 45,941	4,845 46,327	5,047 48,258	4,943 47,263	4,943 28,184	5,047 48,258	199.00	199.00	199.00	199.00	199.00	199.00	199.00	\$150 unrestricted / \$49 restricted
8560 Lottery 8550 Mandate Block Grant	3,925	3,892	3,925	4,089	4,004	2,388	4,089	16.86		16.86	16.86	16.86	16.86	16.86	\$130 diffestricted / \$49 festricted
8550 One Time Mandate Grant	-	-	-	-	-	-	-	10.00	10.00	10.00	10.00	10.00	10.00	10.00	
8590 ASES After School	177,382	177,382	-	_	-	-	-	_	_	_	_	_	-	-	
8594 Prop 39 - Clean Energy	-	-	_	_	_	_	_								
8599 Prior Year State Income	_	-	_	_	_	-	_								
State Revenue		L		\$ 2,638,756				\$ -	l		l		L		
Federal															
8182 Special Education, federal															
8220 Federal Child Nutrition Programs	38,636	38,636	38,636	38,636	38,636	38,636	38,636								
8290 All Other Federal Revenue, inc Facilities Incentiv	196,156	196,156	196,156	196,156	196,156	196,156	196,156								
8291 Title I	47,762	47,762	47,762	47,762	47,762	47,762	47,762								
8292 Title II	4,735	4,735	4,735	4,735	4,735	4,735	4,735								
8293 Title III	-	-	-	-		-	- 1,700								
8294 Title IV	10,000	10,000	10,000	10,000	10,000	10,000	10,000								
8299 Prior Year Federal Revenue	10,000	10,000	10,000	10,000	10,000	10,000	10,000								
Federal Revenue	\$ 297,289	\$ 297,289	\$ 297,289	\$ 297,289	\$ 297,289	\$ 297,289	297,289			1	l				
Local															
8660 Interest	169	168	169	176	172	172	176								
8782 All Other Transfers from County Offices	-		207	2,70			2,0								
8784 All Other Transfers from Other Locations	_														
8785 CMO Management fee	_														
8792 Transfers of Apportionments from County Office	-														
8639 Student Lunch Revenue	2,671	2,649	2,671	2,782	2,725	2,725	2,782								
8982 Foundation Grants	3,689	3,658	3,689	3,843	3,763	3,763	3,843								
8699 All Other Local Revenue/Measure G1	9,039	9,039	9,039	9,039	9,039	9,039	9,039								
8984 Student Body (ASB) Fundraising Revenue	-	,	,,,,,,	,	,,,,,	,,,,,,	,								
8985 School Site Fundraising	32	32	32	33	33	33	33								
8986 Uniforms	-	52	52		_										
8989 CSC Sale of Future Revenue	_														
8999 Revenue Suspense	_			+											
Local Revenue	\$ 15,600	\$ 15,545	\$ 15,600	\$ 15,873	\$ 15,732	\$ 15,732 \$	15,873			1	l .		L		
Total Revenue		\$ 2,909,354				,	3,003,832								
I otal Nevellue	φ 2,030,122	\$ 4,909,334	J 4,/90,904	φ 4,731,710	φ 3,002,000	φ 2,701,014	3,003,032								

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American Indian Public Charter School Expenses Summary Seven Year Budget Projections 2020-2027



SAC SAC Code Description	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Certificated Salaries							
1100 Teachers' Salaries	671,285	642,362	597,162	582,597	582,597	582,597	582,597
1105 Teachers' Bonuses	6	-	-	-	-	-	-
1120 Substitute Expense	-	-	-	-	-	-	-
1200 Certificated Pupil Support Salaries	48,439	48,439	49,650	48,439	48,439	48,439	48,439
1300 Certificated Supervisor and Administrator Salar	94,886	94,886	97,258	94,886	94,886	94,886	94,886
1305 Certificated Supervisor and Administrator Bonu	-	-	-	-	-	-	-
1900 Other Certificated Salaries	-	-	-	-	-	-	-
1910 Other Certificated Overtime	-	-	-	-	-	-	-
1000 Subtotal	\$ 814,616	\$ 785,686	\$ 744,070	\$ 725,922	\$ 725,922	\$ 725,922	725,922
Classified Salaries							
2100 Instructional Aide Salaries	27,922	2,838	2,909	2,838	2,838	2,838	2,838
2110 Instructional Aide Bonuses	3	-	-	-	-	-	-
2200 Classified Support Salaries	-	-	-	-	-	-	-
2210 Classified Support Overtime	-	-	-	-	-	-	-
2300 Classified Supervisor and Administrator Salarie	4,692	4,692	4,810	4,692	4,692	4,692	4,692
2400 Clerical, Technical, and Office Staff Salaries	74,172	74,172	60,798	74,172	74,172	74,172	74,172
2410 Clerical, Technical, and Office Staff Overtime	-	-	-	-	-	-	-
2900 Other Classified Salaries	10,500	10,500	10,500	10,500	10,500	10,500	10,500
2900 Other Stipends	-	-	-	-	1	2	3
2910 Other Classified Overtime	-	-	-	-	-	-	-
2000 Subtotal	\$ 117,290	\$ 92,203	\$ 79,017	\$ 92,203	\$ 92,204	\$ 92,205	92,206
Employee Benefits							
3101 State Teachers' Retirement System, certificated	-	-	-	-	-	-	-
3202 Public Employees' Retirement System, classified	52,975	52,723	56,384	60,479	60,479	60,479	60,479
3313 OASDI	57,778	54,429	48,288	50,724	50,724	50,724	50,724
3323 Medicare	13,513	12,729	11,293		11,863		11,863
3403 Health & Welfare Benefits	120,734	50,414	44,552	47,860	47,860	47,860	47,860
3503 State Unemployment Insurance	6,172	8,779	<u>-</u>	8,181	8,181	8,181	8,181
3603 Worker Compensation Insurance	17,147	16,153	14,331	15,053	15,053	15,053	15,053
3703 Other Post Employement Benefits	-	-	-	-	-	-	-
3903 Other Benefits	-	-	-	-	-	-	-
3000 Subtotal	\$ 268,318	\$ 195,227	\$ 174,849	\$ 194,160	\$ 194,160	\$ 194,160	194,160
Total Personnel Expenses	\$ 1,200,224	\$ 1,073,116	\$ 997,936	\$ 1,012,284	\$ 1,012,285	\$ 1,012,286	1,012,287
Dooles and Supplies							
Books and Supplies	2 000 1	22 000	22 (27	25 105	25.240	25.020	26.007
4100 Approved Textbooks and Core Curricula Materi	2,000	23,000	23,627	25,185	25,240	25,828	26,987
4200 Books and Other Reference Materials	90	252	259	276	277	283	296
4300 Materials and Supplies	35,696	35,961	36,942	39,378	39,464	40,384	42,195
4315 Classroom Materials and Supplies	8,922	24,613	25,284	26,951	27,010	27,640	28,879
4316 Student/Pupil Testing	-	-	-	-	-	-	-

1210 A francis of Materials and Counties				I	I		
4318 Afterschool Materials and Supplies4342 Materials for School Sponsored Athletics	-	-	-	-	-	-	-
4381 Materials for Plant Maintenance	-	10,000	10,273	10,950	10,974	11,230	
	2 422	·		·		,	
4400 Noncapitalized Equipment	3,432	25,000	25,682	27,375	27,435	28,074	29,3
4410 Software & Software Licensing	9,560	9,631	9,894	10,546	10,569	10,815	11,3
4430 General Student Equipment -	150 122	25,000	25,682	27,375	27,435	28,074	29,3
4700 Food and Food Supplies	158,123	159,298	163,641	174,431	174,815	178,888	186,9
4000 Subtotal	\$ 217,823	\$ 312,756	\$ 321,282	\$ 342,466	\$ 343,220	\$ 351,217	366,9
104 0 4 F							
ices and Other Operating Expenses	255(2.575	2.645	2 920	2.926	2 902	2.0
5200 Travel and Conferences	2,556	2,575	2,645	2,820	2,826	2,892	3,0
5210 Training and Development Expense	58,899	59,337	60,954	64,974	65,117	66,634	69,6
5300 Dues and Memberships	11 (46	11.722	12.052	12.047	10.075	10.175	
5400 Insurance	11,646	11,732	12,052	12,847	12,875	13,175	13,7
5500 Operation and Housekeeping Services/Supplies		-	-	-	-	-	
5501 Utilities	35,989	36,257	37,245	39,701	39,788	40,715	42,5
5502 Janitorial Services	28,800	29,014	29,805	31,770	31,840	32,582	34,0
5504 Pest Control Services	-	-	-	-	-	-	
5505 Student Transportation / Field Trips	-	-	1	-	-	-	
5600 Space Rental/Leases Expense	1,000	1,007	1,035	1,103	1,106	1,131	1,
5601 Building Maintenance	50,000	72,000	73,000	77,813	77,985	79,802	83,
5602 Other Space Rental	-	2,000	2,055	2,190	2,195	2,246	2,
5605 Equipment Rental/Lease Expense	-	10,000	10,273	10,950	10,974	11,230	11,
5610 Equipment Repair	-	-	-	-	-	-	
5615 Technology Services	4,541	4,575	4,699	5,009	5,020	5,137	5,
5800 Professional/Consulting Services and Operating	32,727	29,473	29,500	31,445	31,514	32,249	33,
5803 Banking and Payroll Service Fees	228	230	236	252	252	258	
5805 Legal Services	-	-	-	-	-	-	
5806 Audit Services	-	-	-	-	-	-	
5810 Educational Consultants	-	-	-	-	-	-	
5811 Student Transportation / Field Trips	-	-	-	-	-	-	
5812 Non employee Substitutes	15,000	15,112	15,523	16,547	16,583	16,970	17,
5815 Advertising / Recruiting	_	-	_	-	_	-	,
5820 Fundraising Expense	7,599	7,655	7,864	8,383	8,401	8,597	8,
5822 Staff Appreciation - Non Public Funds	-	-	-	-	-	-	-)
5910 Postage	498	502	515	549	551	563	
5873 Financial Services	13,947	13,947	13,947	13,947	13,947	13,947	13,
5877 IT Services	2,000	2,015	2,070	2,206	2,211	2,263	2,
5890 Interest/Fees	1,922	1,936	1,989	2,120	2,125	2,174	2
5875 District Oversight Fee	23,128	23,645	24,290	25,814	26,328	26,333	26
5899 CMO Management Fee	430,613	433,815	445,641	475,025	476,071	487,163	509
5900 Communications	14,133	14,238	14,626	15,591	15,625	15,989	16
5901 Marketing	367	370	380	405	406	415	10,
5999 Expense Suspense	301	310	300	103	-	413	
5000 Subtotal	\$ 735,593	\$ 771,434	\$ 790,345	\$ 841,460	\$ 843,740	\$ 862,465	899,
Subtotal	ψ 155,575	J //1,737	\$ 170,5 4 5	\$ 071,700	Φ 073,770	5 002,703	677,
tal Outlay							
6900 Depreciation Expense	28,848	28,848	28,848	40,060	40,060	40,060	40,
6000 Subtotal	\$ 28,848	·					40,
ovov Sustotai	Ψ 20,040	Ψ 20,040	Ψ 20,040	Ψ 1 0,000	Ψ 1 0,000	Ψ 1 0,000	70,
er Outgoing							
7000 Miscellaneous Expense							

Expenses Summary

7141 Special Education Encroachment		279,360	277,032	279,360	291,000	285,000	169,956	291,000
7438 Debt Service - Interest		146,000	146,000	146,000	146,000	146,000	146,000	146,000
7500 Misc.		-	-	-	-	-	-	-
7000 Subotal	\$	425,360	\$ 423,032	\$ 425,360	\$ 437,000	\$ 431,000	\$ 315,956	437,000
Total Non-Personnel Expenses	\$	1,407,624	\$ 1,536,070	\$ 1,565,834	\$ 1,660,987	\$ 1,658,020	\$ 1,569,698	1,743,361
Total Expenses	<u> </u>	2,607,848	\$ 2,609,186	\$ 2,563,770	\$ 2,673,271	\$ 2,670,305	\$ 2,581,984	2,755,648

American Indian Public Charter School Non-Personnel Expenses Input Seven Year Budget Projections 2020-2027

98.0% 1.59% 1.87% 2.33% 2.33% 2.33% 2.33%

^{*}rates according to CA CPI, per SSC Dartboard July 2020

SAC	SCode Description	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
s and S	Supplies							
4100	Approved Textbooks and Core Curricula Materia	2,000	23,000	23,627	25,185	25,240	25,828	26,98
4200	Books and Other Reference Materials	90	252	259	276	277	283	29
4300	Materials and Supplies	35,696	35,961	36,942	39,378	39,464	40,384	42,19
4315	Classroom Materials and Supplies	8,922	24,613	25,284	26,951	27,010	27,640	28,87
4316	Student/Pupil Testing	-	-	-	-	-	-	-
4318	Afterschool Materials and Supplies	-	-	-	-	-	-	-
4342	Materials for School Sponsored Athletics	-	-	-	-	-	-	-
4381	Materials for Plant Maintenance	-	10,000	10,273	10,950	10,974	11,230	11,73
4400	Noncapitalized Equipment	3,432	25,000	25,682	27,375	27,435	28,074	29,33
4410	Software & Software Licensing	9,560	9,631	9,894	10,546	10,569	10,815	11,30
4430	General Student Equipment -		25,000	25,682	27,375	27,435	28,074	29,33
4700	Food and Food Supplies	158,123	159,298	163,641	174,431	174,815	178,888	186,9
4000	Subtotal	\$ 217,823	\$ 312,756	\$ 321,282	\$ 342,466	\$ 343,220	\$ 351,217	\$ 366,9
5200	Travel and Conferences	2,556	2,575	2,645	2,820	2,826	2,892	3,02
	d Other Operating Expenses	2.556	2.575	2.645	2.020	2.026	2.002	2.00
5210	Training and Development Expense	58,899	59,337	60,954	64,974	65,117	66,634	69,62
5300	Dues and Memberships	-	-	-	-	-	-	-
5400	Insurance	11,646	11,732	12,052	12,847	12,875	13,175	13,7
5500	Operation and Housekeeping Services/Supplies	-	-	-	-	-	-	-
5501	Utilities	35,989	36,257	37,245	39,701	39,788	40,715	42,54
5502	Janitorial Services	28,800	29,014	29,805	31,770	31,840	32,582	34,0
5504	Pest Control Services	-	-	-	-	-	-	-
5505	Student Transportation / Field Trips	-	-	-	-	-	-	-
5600	Space Rental/Leases Expense	1,000	1,007	1,035	1,103	1,106	1,131	1,1
5601	Building Maintenance	50,000	72,000	73,000	77,813	77,985	79,802	83,3
5602	Other Space Rental	-	2,000	2,055	2,190	2,195	2,246	2,34
5605	Equipment Rental/Lease Expense	1	10,000	10,273	10,950	10,974	11,230	11,7
5610	Equipment Repair	-	_	_	-		-	-
	1 1 1							

Expenses Input

7000 S	Subotal	\$ 425,360	\$ 423,032	\$ 425,360	\$ 437,000	\$ 465,180	\$ 315,956	\$ 437,000
	Misc.					34,180		
	Debt Service - Interest	146,000	146,000	146,000	146,000	146,000	146,000	146,000
	Special Education Encroachment	279,360	277,032	279,360	291,000	285,000	169,956	291,000
	Miscellaneous Expense							
r Outgoi	<u>e</u>							
6000 S	Subtotal	\$ 40,060						
6900 I	Depreciation Expense	\$ 40,060						
tal Outla		,	,	,	,	,	,	,
	Subtotal	\$ 735,593	\$ 771,434	\$ 790,345	\$ 841,460	\$ 843,740	\$ 862,465	\$ 899,334
	Marketing	367	370	380	405	406	415	434
	Communications	14,133	14,238	14,626	15,591	15,625	15,989	16,706
	CMO Management Fee	430,613	433,815	445,641	475,025	476,071	487,163	509,009
	District Oversight Fee	23,128	23,645	24,290	25,814	26,328	26,333	26,333
	nterest/Fees	1,922	1,936	1,989	2,120	2,125	2,174	2,272
	T Services	2,000	2,015	2,070	2,206	2,211	2,263	2,364
	Financial Services	13,947	13,947	13,947	13,947	13,947	13,947	13,947
	Postage	498	502	515	549	551	563	589
	Staff Appreciation - Non Public Funds	1,399	7,033	7,004	0,303	0,401	0,397	0,962
	Advertising / Recruiting Fundraising Expense	7,599	7,655	7,864	8,383	8,401	8,597	8,982
	Non employee Substitutes	15,000	15,112	15,523	16,547	16,583	16,970	17,731
	Student Transportation / Field Trips	15 000	15 112	15 522	16547	16 502	16 070	17.721
	Educational Consultants	-	-	-	-	-	-	-
	Audit Services	-	-	-	-	-	-	-
	Legal Services	-	-	-	-	-	-	-
	Banking and Payroll Service Fees	228	230	236	252	252	258	270
	Professional/Consulting Services and Operating	32,727	29,473	29,500	31,445	31,514	32,249	33,695

\$ 1,418,836 \$ 1,547,282 \$ 1,577,046 \$ 1,660,987 \$ 1,692,200 \$ 1,569,698 \$ 1,743,361

Total Non-Personnel Expenses

American Indian Public Charter School

oyee Inputs 21	CSMC				1.5% =	= Salary increa	ee	=	5% H&W rate increa				1.45% = Medicare e =		nthly employer he=	400.00 State Unemploy	1.8% y= Workers' Comp employer rate	= possible formula for	r STD, GTL, LTD,	Э, AD&Г
SACS	Full Name Title		Department	FTE	Salary Rate	Total Salary			Retirement System for Employee	3101 STRS, certificated	3202 I PERS, classif	3313 OASDI	3323 Medicare H	Monthly Iealth Rate	3403 Health and Welfa	3503 SUI	3603 3703 Workers' Comp Other Post Employr	3903 Other Benefits	Total Benefits	To Compe
1300 20 0	0 Peter Holmquist	Head of Middle School		0.51	115,000	58,650.06		58,650.06	PERS		12,140.56	3,636.30	850.43	-	8,485.00	204.00	1,079.16		26,395.45	85
1200 20 0	0 Riffat Akram	Head of Division (Academics)		0.51	94,979	48,439.10		48,439.10	PERS		10,026.89	3,003.22	702.37	-	6,137.00	204.00			20,964.76	
1300 20 0	0 Natalie Glass	Dean of Students Middle School		0.51	71,050	36,235.50		36,235.50	PERS		7,500.75	2,246.60	525.41	-	5,356.00	204.00	666.73		16,499.50	52
1100 20 0	0 Hammer, Misha	VPA Coord/TSA	Music	0.307	73,198	22,471.71		22,471.71	403b			1,393.25	325.84	-	5,325.00	122.80	413.48	-	7,580.36	30
1100 20 0	0 Solis, Alma	Teacher		0.51	61,725	31,479.85		31,479.85	403b			1,951.75	456.46	-	5,293.00	204.00		-	8,484.44	
1100 20	Vasquez, Morning Star	Teacher		0.51	61,060	31,140.79		31,140.79	403b			1,930.73	451.54	-	4,767.43	204.00		-	7,926.69	
1100 20	Hinds, Patricia	Teacher		0.51	64,530	32,910.51		32,910.51	403b			2,040.45	477.20	-	6,555.91	204.00		-	9,883.11	4
1100 20 1100 20	Draper, Matthew Baker, Christopher	Teacher Teacher		0.51 0.51	59,028 60,158	30,104.45 30,680.60		30,104.45 30,680.60	403b 403b			1,866.48 1,902.20	436.51 444.87	-	5,203.00 5,420.00	204.00 204.00		-	8,263.91 8,535.59	
1100 20	Readeye, Alisha	Teacher		0.51	56,739	28,936.89		28,936.89	403b			1,794.09	419.58	_	5,262.00	204.00		-	8,212.11	3
1100	Seiwald, Madeleine	Teacher		0.51	11,226	5,725.21		5,725.21	403b			354.96	83.02	_	4,730.00	204.00		_	5,477.32	
1100	Bakheit, Zubida	Teacher		0.51	58,157	29,660.07		29,660.07	403b			1,838.92	430.07	-	4,919.00	204.00		-	7,937.74	
1100	Sabrie, Najwa	Teacher		0.51	58,157	29,660.07		29,660.07	403b			1,838.92	430.07	-	-	204.00		-	3,018.74	
1100	Case, Kristina	Teacher	PE	0.55	59,028	32,465.59		32,465.59	403b			2,012.87	470.75	-	4,919.00	220.00	597.37	-	8,219.98	
1100	Worley, Jermaine	Teacher	PE	0.55	59,028	32,465.59		32,465.59	403b			2,012.87	470.75	-	2,035.53	220.00		-	5,336.51	
1100	Esola, Michael	Teacher	PE	0.55	61,060	33,583.20		33,583.20	403b			2,082.16	486.96	-	5,293.00	220.00		-	8,700.05	
1100	Sanchez, Juan	Full Time Teacher	Teacher	1	59,028	59,028.00		59,028.00	403b			3,659.74	855.91	-	205.00	400.00	•	-	6,206.76	
1100	Blondeau, Janet	Teacher (.9 Teacher/.1 IA)	Art	0.51	59,028	30,104.45		30,104.45	403b			1,866.48	436.51	-	-	204.00		-	3,060.91	
1100 1100	Wu, Fenglin	Teacher Teacher	Mandarin Spanish	0.55 0.55	66,014 65,875	36,307.70 36,231.25		36,307.70 36,231.25	403b 403b			2,251.08 2,246.34	526.46 525.35	-	6,605.00 1,207.17	220.00 220.00		-	10,270.60 4,865.52	
1100 20 65	oustafson-Ohare (Spencer), Rebecc Chau, Nhi	Teacher (SPED)	Spanish	0.33	121,557	13.018.74		13,018.74	403b 403b			807.16	323.33 188.77	_	5.014.00	42.84		-	6.292.32	
1100 20 03	Ko, Jennifer	Teacher (SI ED)		0.1071	61,976	31,607.76		31,607.76	403b			1,959.68	458.31	_	5,167.00	204.00		-	8,370.58	_
1100	Turner, Colleen	Teacher		0.51	63,849	32,562.99		32,562.99	403b			2,018.91	472.16	_	7,484.16	204.00		_	10,778.39	
1100	Frost, Allison	Teacher		0.51	61,725	31,479.75		31,479.75	403b			1,951.74	456.46	-	205.00	204.00		_	3,396.43	
1100	Vacant	Teacher		0.51	58,157	29,660.07		29,660.07	403b			1,838.92	430.07	-	1,451.53	204.00	545.75	-	4,470.27	
2400	Makayla Wright-Proctor	Admin		0.51	57,322	29,234.22		29,234.22	PERS		6,051.48	1,812.52	423.90	-	-	204.00	537.91		9,029.81	. 3
2400	Ha, Melissa	ELD IA III		0.27	51,595	13,930.65		13,930.65	PERS		2,883.64	863.70	201.99	-	4,730.00	108.00			9,043.66	
2400	Jones Jr, Tony	Clerk I		0.51	29,131	14,856.81		14,856.81	PERS		3,075.36	921.12	215.42	-	4,482.00	204.00			9,171.27	
2400	Yemane, Naomi	Clerk I (31.200 *.4 FTE)		0.51	31,668	16,150.68		16,150.68	PERS		3,343.19	1,001.34	234.18	-	-	204.00			5,079.89	
2100	Vacant	IA FLD IA III		0.55	45,607	25,083.99		25,083.99	PERS		5,192.39	1,555.21	363.72	-	4 492 00	220.00			7,792.86	
2100	Lee, Eric	ELD IA III		0.055	51,596	2,837.78		2,837.78	PERS		587.42	175.94	41.15	-	4,482.00	22.00	52.22		5,360.73	;
2300	Huang, Haijian	Student Supervisor		0.19	24,697	4,692.43		4,692.43	NORETIRE			290.93	68.04	-	-	76.00	86.34		521.31	
2100		Math Camp Stipends	Please do not fund in the 2020-21 year				1	1.00	NORETIRE			0.06	0.01	-	-		0.02		0.09	
2100		Student Tutor Stipends	When I try to change this, it affects				1	1.00	NORETIRE			0.06	0.01	-	-		0.02		0.09	
2100		Saturday School	the formulas				1	1.00	NORETIRE			0.06	0.01	-	-		0.02		0.09	
2900	Please keep	Saturday School Administration	This one is budgeted for				10500	10,500.00	PERS		2,173.50	651.00	152.25	-	-		193.20		3,169.95	5 1
1100		Teacher Retention					1	1.00				0.06	0.01	-	-		0.02		-	
1100 1100	140	Perfect Attendance Bonus					1	1.00 1.00				0.06	0.01	-	-		0.02		0.09	
1100	140	Sports Stipends High Performance Bonus					1	1.00				0.06	0.01	-	-		0.02		0.09	j
1100		Hard to Fill position Bonus					1	1.00				0.06	0.01	- -	- -		0.02		0.09	
1100		Lead Teacher Stipends					1	1.00				0.06	0.01	_	_		0.02		0.09	

1100 1100 1100 1100 1100

Employee Inputs

5% 16.00% 22.84% 6.20% 1.45% \$ 0.26

0.01 1.8% -

021-22						·		=	H&W rate increa	= STRS employer 1= PERS empl	= OASDI em	= Medicare e	= Default mon	thly employer he=	State Unemploy	g= Workers' Comp emp	oloyer rate =	possible formula for	STD, GTL, LTD,	AD&D
SACS	CSMC					Total E	Bonus and	Total Direct	Retirement System	3101 3202	3313	3323	Monthly	3403	3503	3603	3703	3903	Total	Total
	Full Name	Title	Department	FTE	Salary Rate	Salary	Stipends Overtim	e Compensation	for Employee	STRS, certificated PERS, classif	OASDI	Medicare	Health Rate I	Health and Welfa	SUI	Workers' Comp	Other Post Employm	Other Benefits	Benefits	Compensation
1300 20 0	0 Peter Holmquist	Head of Middle School		0.51	115,000	58,650.06		58,650.06	PERS	13,395.67	3,636.30	850.43	_	924.52	586.50	1,079.16			20,472.59	79,122.65
1200 20 0	0 Riffat Akram	Head of Division (Academics)		0.51	94,979	48,439.10		48,439.10	PERS	11,063.49	3,003.22	702.37	_	1,539.59	484.39	891.28			17,684.34	66,123.44
1300 20 0	0 Natalie Glass	Dean of Students Middle School		0.51	71,050	36,235.50		36,235.50	PERS	8,276.19	2,246.60	525.41	-	1,844.37	362.36	666.73			13,921.67	50,157.17
1100 20 0	0 Hammer, Misha	VPA Coord/TSA	Music	0.307	73,198	22,471.71		22,471.71	403b		1,393.25	325.84	-	873.74	- 224.72	413.48		_	3,231.02	25,702.73
1100 20 0	0 Vacant	Teacher		0.51	59,028	30,104.45		30,104.45	403b		1,866.48	436.51	-	1,102.50	301.04	553.92		-	4,260.46	34,364.91
1100 20 0	0 Solis, Alma	Teacher		0.51	61,725	31,479.85		31,479.85	403b		1,951.75	456.46	-	797.48	314.80	579.23		-	4,099.71	35,579.56
1100 20	Vasquez, Morning Star	Teacher		0.51	61,060	31,140.79		31,140.79	403b		1,930.73	451.54	-	4,767.43	311.41	572.99		-	8,034.10	39,174.89
1100 20	Hinds, Patricia	Teacher		0.51	64,530	32,910.51		32,910.51	403b		2,040.45	477.20	-	6,555.91	329.11	605.55		-	10,008.22	42,918.73
1100 20	Draper, Matthew	Teacher		0.51	59,028	30,104.45		30,104.45	403b		1,866.48	436.51	-	7,236.15	301.04	553.92		-	10,394.11	40,498.56
1100 20	Baker, Christopher	Teacher		0.51	60,158	30,680.60		30,680.60	403b		1,902.20	444.87	-	2,994.79	306.81	564.52		-	6,213.18	36,893.78
1100 20	Readeye, Alisha	Teacher		0.51	56,739	28,936.89		28,936.89	403b		1,794.09	419.58		2,243.20	289.37	532.44		-	5,278.68	34,215.57
1100	Seiwald, Madeleine	Teacher		0.51	11,226	5,725.21		5,725.21	403b		354.96	83.02	-	1,968.15	57.25	105.34		-	2,568.72	8,293.93
1100	Bakheit, Zubida	Teacher		0.51	58,157	29,660.07		29,660.07	403b		1,838.92	430.07	-	902.17	296.60	545.75		-	4,013.51	33,673.58
1100	Sabrie, Najwa	Teacher		0.51	58,157	29,660.07		29,660.07	403b		1,838.92	430.07	-	1,992.23	296.60	545.75		-	5,103.57	34,763.64
1100	Case, Kristina	Teacher	PE	0.55	59,028	32,465.59		32,465.59	403b		2,012.87	470.75	-	2,035.53	324.66	597.37		-	5,441.17	37,906.76
1100	Worley, Jermaine	Teacher	PE	0.55	59,028	32,465.59		32,465.59	403b		2,012.87	470.75	-	2,035.53	324.66	597.37		-	5,441.17	37,906.76
1100	Esola, Michael	Teacher	PE	0.55	61,060	33,583.20		33,583.20	403b		2,082.16	486.96	-	-	335.83	617.93		-	3,522.88	37,106.08
1100	Sanchez, Juan	Teacher (.6 Teacher/.4 IA)	PE	0	59,028	-			403b											
1100	Blondeau, Janet	Teacher (.9 Teacher/.1 IA)	Art	0.51	59,028	30,104.45		30,104.45	403b		1,866.48	436.51	-	-	301.04	553.92		-	3,157.96	33,262.41
1100	Wu, Fenglin	Teacher	Mandarin	0.55	66,014	36,307.70		36,307.70	403b		2,251.08	526.46	-	1,212.63	363.08	668.06		-	5,021.31	41,329.01
1100	Gustafson-Ohare (Spencer), Rebecca	Teacher	Spanish	0.55	65,875	36,231.25		36,231.25	403b		2,246.34	525.35	-	1,207.17	362.31	666.66		-	5,007.83	41,239.08
1100 20 65	0 Chau, Nhi	Teacher (SPED)		0.1071	121,557	13,018.74		13,018.74	403b		807.16	188.77	-	1,300.31	130.19	239.54		-	2,665.98	15,684.71
1100	Ko, Jennifer	Teacher		0.51	61,976	31,607.76		31,607.76	403b		1,959.68	458.31	-	-	316.08	581.58		-	3,315.65	34,923.41
1100	Turner, Colleen	Teacher		0.51	63,849	32,562.99		32,562.99	403b		2,018.91	472.16	-	-	325.63	599.16		-	3,415.86	35,978.85
1100	Frost, Allison	Teacher		0.51	61,725	31,479.75		31,479.75	403b		1,951.74	456.46	-	-	314.80	579.23		-	3,302.23	34,781.98
1100	Vacant	Teacher		0.51	58,157	29,660.07		29,660.07	403b		1,838.92	430.07	-	1,451.53	296.60	545.75		-	4,562.87	34,222.94
															-					
2400	Makayla Wright-Proctor	Admin		0.51	57,322	29,234.22		29,234.22	PERS	6,677.10	1,812.52	423.90	-	-	292.34	537.91			9,743.77	38,977.98
2400	Ha, Melissa	ELD IA III		0.27	51,595	13,930.65		13,930.65	PERS	3,181.76	863.70	201.99	-	1,451.53	139.31	256.32			6,094.62	20,025.27
2400	Jones Jr, Tony	Clerk I		0.51	29,131	14,856.81		14,856.81	PERS	3,393.30	921.12	215.42	-	3,977.47	148.57	273.37			8,929.24	23,786.05
2400	Yemane, Naomi	Clerk I (31.200 *.4 FTE)		0.51	31,668	16,150.68		16,150.68	PERS	3,688.82	1,001.34	234.18	-	-	161.51	297.17			5,383.02	21,533.70
2100	Vacant	IA			45,607				PERS											
2100	Sanchez, Juan	IA III			44,933				PERS											2.702.60
2100	Lee, Eric	ELD IA III		0.055	51,596	2,837.77		2,837.77	PERS	648.15	175.94	41.15	-	-	28.38	52.22			945.83	3,783.60
2300	Eliminate	Student Supervisor	Lunch Clerk	0.10	-	1 602 12		1.602.12	NORETIRE		200.02	60.04			46.00	0624			100.01	7.104.66
2300	Huang, Haijian	Student Supervisor		0.19	24,697	4,692.43		4,692.43	NORETIRE		290.93	68.04	-	-	46.92	86.34			492.24	5,184.66
2100 20 1	Eliminate	IA I	DI 1	0	I	-			NORETIRE											
2100		Math Camp Stipends	Please do not fund in the 2020-21 year						NORETIRE											
2100		Student Tutor Stipends	When I try to change this, it affects						NORETIRE											
2100	751	Saturday School	the formulas				10500	10 #00 00	NORETIRE	2 200 20	C#1 00	1.50.05			107.00	100.00			2 400 57	12 000 65
2900	Please keep	Saturday School Administration	This one is budgeted for Title I				10500	10,500.00	PERS	2,398.20	651.00	152.25	-	-	105.00	193.20			3,499.65	13,999.65
1100		Teacher Retention																		
1100	40	Perfect Attendance Bonus																		

Sports Stipends
High Performance Bonus
Hard to Fill position Bonus
Lead Teacher Stipends

0 0 195227.1342 1073116.038

Teachers Only

Employee Inputs

2.5% = Salary increase

5% 18.10% 25.50% 6.20% 1.45% \$ 0.26

Employee Inputs

2.5% = Salary increase

5% 18.10% 25.50% 6.20% 1.45% \$ 0.26

Employee Inputs

= H&W rate increas = STRS employer r = PERS empl = OASDI emp = Medicare er = Default monthly employer heε = State Unemploy = Workers' Comp employer rate = possible formula for STD, GTL, LTD, AD&D

SACS 1300 20 0 1200 20 0 1300 20 0	CSMC Full Name																			
1200 20 0		Title	Department	FTE	Salary Rate	Total Salary	Bonus and Stipends Overtime		Retirement System for Employee S	3101 3202 STRS, certificated PERS, class	3313 f OASDI	3323 Medicare	Monthly Health Rate	3403 Health and Welfa	3503 SUI	3603 Workers' Comp Other	3703 Post Employme	3903 Other Benefits	Total Benefits	Total Compensatio
1200 20 0			1				1	1	1 7	,						1	1 3			
	0 Peter Holmquist	Head of Middle School		0.51	117,875	60,116.32		60,116.32	PERS	15,329.66		871.69	-	970.75	-	1,106.14			22,005.45	82,121.7
1300 20 0	0 Riffat Akram	Head of Division (Academics)		0.51	97,353	49,650.08		49,650.08	PERS	12,660.77		719.93	-	1,616.57	-	913.56			18,989.13	68,639.2
1300 20 0	0 Natalie Glass	Dean of Students Middle School		0.51	72,826	37,141.39		37,141.39	PERS	9,471.05	2,302.77	538.55	-	1,936.59	-	683.40			14,932.36	52,073.7
1100 20 0	0 Hammer, Misha	VPA Coord/TSA	Music	0.307	75,028	23,033.50		23,033.50	403b		1,428.08	333.99	-	917.43	-	423.82		-	3,103.31	26,136.8
1100 20 0		Teacher			60,504				403b											
1100 20 0	,	Teacher		0.51	63,268	32,266.85		32,266.85	403b		2,000.54	467.87	-	837.35	-	593.71		-	3,899.47	36,166.3
1100 20	Vasquez, Morning Star	Teacher		0.51	62,587	31,919.31		31,919.31	403b		1,979.00	462.83	-	5,005.80	-	587.32		-	8,034.94	39,954.2
1100 20	Hinds, Patricia	Teacher		0.51	66,144	33,733.27		33,733.27	403b		2,091.46	489.13	-	6,883.70	-	620.69		-	10,084.99	43,818.2
1100 20	Draper, Matthew	Teacher		0.51	60,504	30,857.06		30,857.06	403b		1,913.14	447.43	-	7,597.96	-	567.77		-	10,526.29	41,383.3
1100 20	Baker, Christopher	Teacher		0.51	61,662	31,447.61		31,447.61	403b		1,949.75	455.99	-	3,144.53	-	578.64		-	6,128.91	37,576.5
1100 20	Readeye, Alisha	Teacher		0.51	58,157	29,660.31		29,660.31	403b		1,838.94	430.07		2,355.36	-	545.75		-	5,170.12	34,830.4
1100	Seiwald, Madeleine	Teacher		0.51	11,507	5,868.34		5,868.34	403b		363.84	85.09	-	2,066.56	-	107.98		-	2,623.46	8,491.8
1100	Bakheit, Zubida	Teacher		0.51	59,611	30,401.57		30,401.57	403b		1,884.90	440.82	-	947.28	-	559.39		-	3,832.39	34,233.9
1100	Sabrie, Najwa	Teacher		0.51	59,611	30,401.57		30,401.57	403b		1,884.90	440.82	-	2,091.84	-	559.39		-	4,976.95	35,378.5
1100	Case, Kristina	Teacher	PE	0.55	60,504	33,277.23		33,277.23	403b		2,063.19	482.52	-	2,137.30	-	612.30		-	5,295.31	38,572.5
1100	Worley, Jermaine	Teacher	PE	0.55	60,504	33,277.23		33,277.23	403b		2,063.19	482.52	-	2,137.30	-	612.30		-	5,295.31	38,572.5
1100	Esola, Michael	Teacher	PE	0.55	62,587	34,422.78		34,422.78	403b		2,134.21	499.13	-	-	-	633.38		-	3,266.72	37,689.5
1100	Sanchez, Juan	Teacher (.6 Teacher/.4 IA)	PE	0	60,504	-			403b											
1100	Blondeau, Janet	Teacher (.9 Teacher/.1 IA)	Art	0.51	60,504	30,857.06		30,857.06	403b		1,913.14	447.43	-	-	-	567.77		-	2,928.34	33,785.4
1100	Wu, Fenglin	Teacher	Mandarin	0.55	67,664	37,215.39		37,215.39	403b		2,307.35	539.62	-	1,273.26	-	684.76		-	4,805.00	42,020.3
1100	Gustafson-Ohare (Spencer), Rebecca	Teacher	Spanish	0.55	67,522	37,137.03		37,137.03	403b		2,302.50	538.49	-	1,267.53	-	683.32		-	4,791.83	41,928.8
1100 20 65	0 Chau, Nhi	Teacher (SPED)		0.1071	124,596	13,344.20		13,344.20	403b		827.34	193.49	-	1,365.33	-	245.53		-	2,631.69	15,975.8
1100	Ko, Jennifer	Teacher		0.51	63,525	32,397.95		32,397.95	403b		2,008.67	469.77	-	-	-	596.12		-	3,074.57	35,472.
1100	Turner, Colleen	Teacher		0.51	65,445	33,377.06		33,377.06	403b		2,069.38	483.97	-	-	-	614.14		-	3,167.48	36,544.5
1100	Frost, Allison	Teacher		0.51	63,268	32,266.74		32,266.74	403b		2,000.54	467.87	-	-	-	593.71		-	3,062.11	35,328.8
1100	Vacant	Teacher			59,611				403b											
															-					
2400	Makayla Wright-Proctor	Admin		0.51	58,755	29,965.07		29,965.07	PERS	7,641.09					-					
2400	Ha, Melissa	ELD IA III		0.27	52,885	14,278.92		14,278.92	PERS	3,641.12					-					
2400	Jones Jr, Tony	Clerk I		0	29,859	-			PERS											
2400	Yemane, Naomi	Clerk I (31.200 *.4 FTE)		0.51	32,460	16,554.45		16,554.45	PERS	4,221.38	1,026.38	240.04	-	-	-	304.60			5,792.40	22,346.8
2100	Vacant	IA			46,747				PERS											
2100	Sanchez, Juan	IA III		0	46,057	_			PERS											
2100	Lee, Eric	ELD IA III		0.055	52,886	2,908.72		2,908.72	PERS	741.72	180.34	42.18	-	-	-	53.52			1,017.76	3,926.4
2300	Eliminate	Student Supervisor	Lunch Clerk		_				NORETIRE											
2300	Huang, Haijian	Student Supervisor		0.19	25,314	4,809.74		4,809.74	NORETIRE		298.20	69.74	-	-	-	88.50			456.44	5,266.1
2100 20 1	Eliminate	IA I		0		-			NORETIRE											
2100		Math Camp Stipends	lease do not fund in the 2020-21 ye						NORETIRE											
2100		Student Tutor Stipends	When I try to change this, it affects						NORETIRE											
2100		Saturday School	the formulas						NORETIRE											
2900	Please keep	Saturday School Administration					10,500	10,500.00		2,677.50	651.00	152.25	_	-	_	193.20			3,673.95	14,173.
1100	r	Teacher Retention					- /	- ,		_,;:		· - · -							- ,	-,2,2,
1100		Perfect Attendance Bonus																		
-100		1 11111 I III III III III III III III I			2,087,834										_					

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0 96699.20947 693861.2989

American Indian Public Charter School

Employee Inputs 2023-24 1.5% = Salary increase 5% 18.10% 26.20% 6.20% 1.45% \$ 0.26 1.8% = possible formula for STD, GTL, LTD, **CSMC** = H&W rate increa = STRS employer r = PERS empl = OASDI em_l = Medicare e = Default monthly employer he = State Unemplo₂ = Workers' Comp employer rate

SACS Fu	ull Name	Title	Department	FTE	Salary Rate	Total Salary	Bonus and Stipends	Overtime		Retirement System for Employee	3101 3202 STRS, certificated PERS, classis	3313 OASDI	3323 Medicare I	Monthly Iealth Rate H	3403 ealth and Welfa	3503 SUI	3603 3703 Workers' Comp Other Post Employr	3903 T. Other Benefits	Total Benefits	Total Compensation
1300 20 0 0	Peter Holmquist	Head of Middle School		0.51	115,000	58,650.06			58,650.06	PERS	15,366.32	3,636.30	850.43	-	924.52	586.50	1,079.16		22,443.23	81,093.30
1200 20 0 0	Riffat Akram	Head of Division (Academics)		0.51	94,979	48,439.10			48,439.10	PERS	12,691.04	3,003.22	702.37	-	1,539.59	484.39	•		19,311.90	•
1300 20 0 0	Natalie Glass	Dean of Students Middle School		0.51	71,050	36,235.50			36,235.50	PERS	9,493.70	2,246.60	525.41	-	1,844.37	362.36	666.73		15,139.18	
1100 20 0 0	Hammer, Misha	VPA Coord/TSA	Music	0.307	73,198	22,471.71			22,471.71	403b		1,393.25	325.84	_	873.74	- 224.72	413.48	_	3,231.02	25,702.73
1100 20 0 0	Vacant	Teacher	1120010	0	59,028				22,171.71	403b		1,555.25	323.01		0,3.,	22, 2	113110		3,231.02	25,702.75
1100 20 0 0	Solis, Alma	Teacher		0.51	61,725	31,479.85			31,479.85			1,951.75	456.46	-	797.48	314.80	579.23	_	4,099.71	35,579.56
1100 20	Vasquez, Morning Star	Teacher		0.51	61,060	31,140.79			31,140.79	403b		1,930.73	451.54	_	4,767.43	311.41		_	8,034.10	39,174.89
1100 20	Hinds, Patricia	Teacher		0.51	64,530	32,910.51			32,910.51	403b		2,040.45	477.20	_	6,555.91	329.11		_	10,008.22	42,918.73
1100 20	Draper, Matthew	Teacher		0.51	59,028	30,104.45			30,104.45	403b		1,866.48	436.51	_	7,236.15	301.04		_	10,394.11	40,498.56
1100 20	Baker, Christopher	Teacher		0.51	60,158	30,680.60			30,680.60	403b		1,902.20	444.87	_	2,994.79	306.81		_	6,213.18	36,893.78
1100 20	Readeye, Alisha	Teacher		0.51	56,739	28,936.89			28,936.89	403b		1,794.09	419.58		2,243.20	289.37			5,278.68	
1100 20	Seiwald, Madeleine	Teacher		0.51	11,226	5,725.21			5,725.21	403b		354.96	83.02	_	1,968.15	57.25			2,568.72	
1100	Bakheit, Zubida	Teacher		0.51	58,157	29,660.07			29,660.07	403b		1,838.92	430.07	-	902.17	296.60		_	4,013.51	33,673.58
										403b			430.07	-	1,992.23			-	5,103.57	
1100	Sabrie, Najwa	Teacher	DE	0.51	58,157	29,660.07			29,660.07			1,838.92	430.07	-	2,035.53	296.60		-	•	34,763.64
1100	Case, Kristina	Teacher	PE	0.55	59,028	32,465.59			32,465.59	403b		2,012.87		-		324.66		-	5,441.17	37,906.76
1100	Worley, Jermaine	Teacher	PE	0.55	59,028	32,465.59			32,465.59	403b		2,012.87	470.75	-	2,035.53	324.66		-	5,441.17	37,906.76
1100	Esola, Michael Sanchez, Juan	Teacher Teacher (.6 Teacher/.4 IA)	PE PE	0.55	61,060 59,028	33,583.20			33,583.20	403b 403b		2,082.16	486.96	-	-	335.83	617.93	-	3,522.88	37,106.08
1100		``		0.51		20 104 45			20 104 45			1 066 40	426.51			201.04	552.02		2 157 06	22 262 41
1100	Blondeau, Janet	Teacher (.9 Teacher/.1 IA)	Art	0.51	59,028	30,104.45			30,104.45	403b		1,866.48	436.51	-	1 212 62	301.04		-	3,157.96	
1100	Wu, Fenglin	Teacher	Mandarin	0.55	66,014	36,307.70			36,307.70	403b		2,251.08	526.46	-	1,212.63	363.08		-	5,021.31	41,329.01
1100	Gustafson-Ohare (Spencer), Rebecca	Teacher	Spanish	0.55	65,875	36,231.25			36,231.25	403b		2,246.34	525.35	-	1,207.17	362.31		-	5,007.83	41,239.08
1100 20 65 0	Chau, Nhi	Teacher (SPED)		0.1071	121,557	13,018.74			13,018.74	403b		807.16	188.77	-	1,300.31	130.19		-	2,665.98	15,684.71
1100	Ko, Jennifer	Teacher		0.51	61,976	31,607.76			31,607.76	403b		1,959.68	458.31	-	-	316.08		-	3,315.65	
1100	Turner, Colleen	Teacher		0.51	63,849	32,562.99			32,562.99	403b		2,018.91	472.16	-	-	325.63		-	3,415.86	
1100 1100	Frost, Allison Vacant	Teacher Teacher		0.51	61,725 58,157	31,479.75			31,479.75	403b 403b		1,951.74	456.46	-	-	314.80	579.23	-	3,302.23	34,781.98
1100	vacant	reaction		U	30,137	-				4030						-				
																-				
2400	Makayla Wright-Proctor	Admin		0.51	57,322	29,234.22			29,234.22	PERS	7,659.37	1,812.52	423.90	-	-	292.34	537.91		10,726.03	39,960.25
2400	Ha, Melissa	ELD IA III		0.27	51,595	13,930.65			13,930.65	PERS	3,649.83	863.70	201.99	-	1,451.53	139.31	256.32		6,562.68	20,493.33
2400	Jones Jr, Tony	Clerk I		0.51	29,131	14,856.81			14,856.81	PERS	3,892.48	921.12	215.42	-	3,977.47	148.57	273.37		9,428.43	24,285.24
2400	Yemane, Naomi	Clerk I (31.200 *.4 FTE)		0.51	31,668	16,150.68			16,150.68	PERS	4,231.48	1,001.34	234.18	-	-	161.51	297.17		5,925.68	22,076.36
2100	Vacant	IA			45,607					PERS										
2100	Sanchez, Juan	IA III		0	44,933	-				PERS										
2100	Lee, Eric	ELD IA III		0.055	51,596	2,837.78			2,837.78	PERS	743.50	175.94	41.15	-	-	28.38	52.22		1,041.18	3,878.96
2300	Eliminate	Student Supervisor	Lunch Clerk	0	1	-				NORETIRE										
2300	Huang, Haijian	Student Supervisor		0.19	24,697	4,692.43			4,692.43	NORETIRE		290.93	68.04	-	-	46.92	86.34		492.24	5,184.66
2100 20 1	Eliminate	IA I		0.19	1	0.19			0.19	NORETIRE										
2100		Math Camp Stipends	Please do not fund in the 2020-21 year				0			NORETIRE										
2100		Student Tutor Stipends	When I try to change this, it affects				0			NORETIRE										
2100		Saturday School	the formulas				0			NORETIRE										
2900	Please keep	Saturday School Administration	This one is budgeted for				10500		10,500.00	PERS	2,751.00	651.00	152.25	-	_	105.00	193.20		3,852.45	14,352.45
1100	•	Teacher Retention	ž				0		•		,			-	-				, -	•
1100		Perfect Attendance Bonus					0												_	#VALUE!
1100 140		Sports Stipends					0												_	
1100		High Performance Bonus					0												_	#VALUE!
1100		Hard to Fill position Bonus					0												_	#VALUE!
1100		Lead Teacher Stipends					0												_	#VALUE!
							÷													_ _ _ .

American Indian Public Charter School

Employee Inputs 2024-25 1.5% = Salary increase 5% 18.10% 26.20% 6.20% 1.45% \$ 0.26 1.8% = H&W rate increa = STRS employer 1= PERS empl = OASDI em = Medicare e = Default monthly employer he = State Unemploy = Workers' Comp employer rate = possible formula for STD, GTL, LTD, AD&D

CSMC

SACS Fu	'ull Name	Title	Department	FTE	Salary Rate		Sonus and Stipends Overtim		Retirement Syster for Employee	m 3101 3202 STRS, certificated PERS, classif	3313 OASDI		Monthly ealth Rate H	3403 Health and Welfa	3503 SUI	3603 3703 Workers' Comp Other Post Employm	3903 Other Benefits	Total Benefits (Total Compensation
1300 20 0 0	Peter Holmquist	Head of Middle School		0.51	115,000	58,650.06		58,650.06	PERS	15,366.32	3,636.30	850.43	_	924.52	586.50	1,079.16		22,443.23	81,093.30
1200 20 0 0	Riffat Akram	Head of Division (Academics)		0.51	94,979	48,439.10		48,439.10	PERS	12,691.04	3,003.22	702.37	_	1,539.59	484.39	891.28		19,311.90	67,751.00
1300 20 0 0	Natalie Glass	Dean of Students Middle School		0.51	71,050	36,235.50		36,235.50	PERS	9,493.70	2,246.60	525.41	_	1,844.37	362.36	666.73		15,139.18	51,374.68
1500 20 0 0	Traume Guiss	Dean of statems made sensor		0.51	71,050	30,233.30		30,233.30	LIG	,,,,,,,,,,	2,2 10.00	323.11		1,011.37	-	000.72		13,133.10	21,271.00
1100 20 0 0	Hammer, Misha	VPA Coord/TSA	Music	0.307	73,198	22,471.71		22,471.71	403b		1,393.25	325.84	-	873.74	224.72	413.48	-	3,231.02	25,702.73
1100 20 0 0	Vacant	Teacher			59,028				403b										
1100 20 0 0	Solis, Alma	Teacher		0.51	61,725	31,479.85		31,479.85	403b		1,951.75	456.46	-	797.48	314.80	579.23	-	4,099.71	35,579.56
1100 20	Vasquez, Morning Star	Teacher		0.51	61,060	31,140.79		31,140.79	403b		1,930.73	451.54	-	4,767.43	311.41	572.99	-	8,034.10	39,174.89
1100 20	Hinds, Patricia	Teacher		0.51	64,530	32,910.51		32,910.51	403b		2,040.45	477.20	-	6,555.91	329.11	605.55	-	10,008.22	42,918.73
1100 20	Draper, Matthew	Teacher		0.51	59,028	30,104.45		30,104.45	403b		1,866.48	436.51	-	7,236.15	301.04	553.92	-	10,394.11	40,498.56
1100 20	Baker, Christopher	Teacher		0.51	60,158	30,680.60		30,680.60	403b		1,902.20	444.87	-	2,994.79	306.81 289.37	564.52	-	6,213.18	36,893.78
1100 20 1100	Readeye, Alisha Seiwald, Madeleine	Teacher Teacher		0.51 0.51	56,739	28,936.89 5,725.21		28,936.89 5,725.21	403b 403b		1,794.09 354.96	419.58 83.02		2,243.20 1,968.15	289.37 57.25	532.44 105.34	-	5,278.68	34,215.57 8,293.93
1100	Bakheit, Zubida	Teacher		0.51	11,226 58,157	29,660.07		29,660.07	403b		1,838.92	430.07	-	902.17	296.60	545.75	-	2,568.72 4,013.51	33,673.58
1100	Sabrie, Najwa	Teacher		0.51	58,157	29,660.07		29,660.07	403b		1,838.92	430.07	_	1,992.23	296.60	545.75	-	5,103.57	34,763.64
1100	Case, Kristina	Teacher	PE	0.55	59,028	32,465.59		32,465.59	403b		2,012.87	470.75	_	2,035.53	324.66	597.37		5,441.17	37,906.76
1100	Worley, Jermaine	Teacher	PF	0.55	59,028	32,465.59		32,465.59	403b		2,012.87	470.75	_	2,035.53	324.66	597.37	_	5,441.17	37,906.76
1100	Esola, Michael	Teacher	PE	0.55	61,060	33,583.20		33,583.20	403b		2,082.16	486.96	_	-	335.83	617.93	_	3,522.88	37,106.08
1100	Sanchez, Juan	Teacher (.6 Teacher/.4 IA)	PE	0	59,028	-		22,232.23	403b		2,002.10	.00,70			222.02	02775		2,22.00	27,100.00
1100	Blondeau, Janet	Teacher (.9 Teacher/.1 IA)	Art	0.51	59,028	30,104.45		30,104.45	403b		1,866.48	436.51	-	-	301.04	553.92	-	3,157.96	33,262.41
1100	Wu, Fenglin	Teacher	Mandarin	0.55	66,014	36,307.70		36,307.70	403b		2,251.08	526.46	-	1,212.63	363.08	668.06	-	5,021.31	41,329.01
1100	Gustafson-Ohare (Spencer), Rebecca	Teacher	Spanish	0.55	65,875	36,231.25		36,231.25	403b		2,246.34	525.35	-	1,207.17	362.31	666.66	-	5,007.83	41,239.08
1100 20 65 0	Chau, Nhi	Teacher (SPED)		0.1071	121,557	13,018.74		13,018.74	403b		807.16	188.77	-	1,300.31	130.19	239.54	-	2,665.98	15,684.71
1100	Ko, Jennifer	Teacher		0.51	61,976	31,607.76		31,607.76	403b		1,959.68	458.31	-	-	316.08	581.58	-	3,315.65	34,923.41
1100	Turner, Colleen	Teacher		0.51	63,849	32,562.99		32,562.99	403b		2,018.91	472.16	-	-	325.63	599.16	-	3,415.86	35,978.85
1100	Frost, Allison	Teacher		0.51	61,725	31,479.75		31,479.75	403b		1,951.74	456.46	-	-	314.80	579.23	-	3,302.23	34,781.98
1100	Vacant	Teacher			58,157				403b						-				
2400	Makayla Wright-Proctor	Admin		0.51	57,322	29,234.22		20 224 22	PERS	7,659.37	1,812.52	423.90			- 292.34	537.91		10,726.03	39,960.25
2400 2400	Ha, Melissa	ELD IA III		0.51 0.27	51,595	13,930.65		29,234.22 13,930.65	PERS	3,649.83	863.70	201.99	_	1,451.53	139.31	256.32		6,562.68	20,493.33
2400	Jones Jr, Tony	Clerk I		0.27	29,131	14,856.81		14,856.81	PERS	3,892.48	921.12	215.42	_	3,977.47	148.57	273.37		9,428.43	24,285.24
2400	Yemane, Naomi	Clerk I (31.200 *.4 FTE)		0.51	31,668	16,150.68		16,150.68	PERS	4,231.48	1,001.34	234.18	_	-	161.51	297.17		5,925.68	22,076.36
2100	Vacant	IA		0.01	45,607	10,120.00		10,120.00	PERS	1,=21.10	1,001.0	2516			101.01	227127		2,922.00	22,070.00
2100	Sanchez, Juan	IA III			44,933				PERS										
2100	Lee, Eric	ELD IA III		0.055	51,596	2,837.77		2,837.77	PERS	743.50	175.94	41.15	-	-	28.38	52.22		1,041.18	3,878.95
2300	Eliminate	Student Supervisor	Lunch Clerk	0.19	1	0.19		0.19	NORETIRE										
2300	Huang, Haijian	Student Supervisor		0.19	24,697	4,692.43		4,692.43	NORETIRE		290.93	68.04	-	-	46.92	86.34		492.24	5,184.66
2100 20 1	Eliminate	IA I		0.19	1	0.19		0.19	NORETIRE										
2100		Math Camp Stipends	Please do not fund in the 2020-21 year						NORETIRE										
2100		Student Tutor Stipends	When I try to change this, it affects						NORETIRE										
2100	TV .	Saturday School	the formulas				10700	10 #00 00	NORETIRE	2.771.00	C#1 00	150.05			105.00	102.22		2 0 5 2 1 5	14050 45
2900	Please keep	Saturday School Administration	This one is budgeted for				10500	10,500.00	PERS	2,751.00	651.00	152.25	-	-	105.00	193.20		3,852.45	14,352.45
1100		Teacher Retention																	
1100 1100 140		Perfect Attendance Bonus																	
1100 1100		Sports Stipends High Performance Bonus																	
1100		Hard to Fill position Bonus																	
1100		Lead Teacher Stipends																	
1100		Lead Teacher Superius																	

Employee Inputs 2025-26 5% 18.10% 26.20% 6.20% 1.45% \$ 0.26 1.5% = Salary increase = H&W rate increase = STRS employer re = PERS emple = OASDI emp = Medicare er = Default monthly employer hea = State Unemploy = Workers' Comp emple S M C = possible formula for STD, GTL, LTD, A C S M C

											1 3	1	1		J 1 J	1 7			, ,	
SACS	2 11 21	Tr' d	D	ETE		Total	Bonus and			Retirement System		202 3313	3323	Monthly	3403	3503	3603	3703 3903	Total	Total
<u> </u>	Full Name	Title	Department	FTE	Salary Rate	Salary	Stipends	Overtime C	compensation	for Employee	STRS, certificated PERS,	, classifi OASDI	Medicare	Health Rate	Health and Welfai	SUI	Workers' Comp Other l	Post Employme Other Benefits	Benefits	Compensation
1300 20 0 0	Peter Holmquist	Head of Middle School		0.51	115,000	58,650.0	6		58,650.06	PERS	15,3	366.32 3,636.30	850.43	-	924.52	850.43	1,079.16		22,707.1	81,357.22
1200 20 0 0	Riffat Akram	Head of Division (Academics)		0.51	94,979	48,439.1			48,439.10	PERS		691.04 3,003.22			1,539.59	702.37	891.28		19,529.8	
1300 20 0 0	Natalie Glass	Dean of Students Middle School		0.51	71,050	36,235.5			36,235.50	PERS		493.70 2,246.60		-	1,844.37	525.41	666.73		15,302.2	
4400					100					4024					0-0-4	-	442.40		2 222 4	
1100 20 0 0 1100 20 0 0	Hammer, Misha Vacant	VPA Coord/TSA Teacher	Music	0.307	73,198 59,028	22,471.7	1		22,471.71	403b 403b		1,393.23	5 325.84	-	873.74	325.84	413.48	-	3,332.1	25,803.85
1100 20 0 0	Solis, Alma	Teacher		0.51	61,725	31,479.8	5		31,479.85	403b		1,951.73	5 456.46	-	797.48	456.46	579.23		4,241.3	37 35,721.22
1100 20 0 0	Vasquez, Morning Star	Teacher		0.51	61,060	31,140.7			31,140.79	403b		1,930.73			4,767.43	451.54	572.99	_	8,174.2	
1100 20	Hinds, Patricia	Teacher		0.51	64,530	32,910.5			32,910.51	403b		2,040.4			6,555.91	477.20	605.55	_	10,156.3	
1100 20	Draper, Matthew	Teacher		0.51	59,028	30,104.4			30,104.45	403b		1,866.4		_	7,236.15	436.51	553.92	-	10,529.5	
1100 20	Baker, Christopher	Teacher		0.51	60,158	30,680.6			30,680.60	403b		1,902.20		_	2,994.79	444.87	564.52	-	6,351.2	
1100 20	Readeye, Alisha	Teacher		0.51	56,739	28,936.8			28,936.89	403b		1,794.09			2,243.20	419.58		-	5,408.9	
1100	Seiwald, Madeleine	Teacher		0.51	11,226	5,725.2			5,725.21	403b		354.9		_	1,968.15	83.02	105.34	-	2,594.4	
1100	Bakheit, Zubida	Teacher		0.51	58,157	29,660.0			29,660.07	403b		1,838.92		_	902.17	430.07	545.75	-	4,146.9	
1100	Sabrie, Najwa	Teacher		0.51	58,157	29,660.0			29,660.07	403b		1,838.92		_	1,992.23	430.07	545.75	-	5,237.0	
1100	Case, Kristina	Teacher	PE	0.55	59,028	32,465.5			32,465.59	403b		2,012.8		_	2,035.53	470.75	597.37	-	5,587.2	
1100	Worley, Jermaine	Teacher	PE	0.55	59,028	32,465.5			32,465.59	403b		2,012.8		_	2,035.53	470.75	597.37	-	5,587.2	
1100	Esola, Michael	Teacher	PE	0.55	61,060	33,583.2			33,583.20	403b		2,082.10		_	-	486.96	617.93	-	3,674.0	
1100	Sanchez, Juan	Teacher (.6 Teacher/.4 IA)	PE	0	59,028	-				403b										
1100	Blondeau, Janet	Teacher (.9 Teacher/.1 IA)	Art	0.51	59,028	30,104.4	5		30,104.45	403b		1,866.4	8 436.51	-	-	436.51	553.92	<u>-</u>	3,293.4	33,397.88
1100	Wu, Fenglin	Teacher	Mandarin	0.55	66,014	36,307.7	0		36,307.70	403b		2,251.08	526.46	-	1,212.63	526.46	668.06	-	5,184.6	69 41,492.39
1100	Gustafson-Ohare (Spencer), Rebecca	Teacher	Spanish	0.55	65,875	36,231.2	5		36,231.25	403b		2,246.3	525.35	-	1,207.17	525.35	666.66	-	5,170.8	37 41,402.12
1100 20 65 0	Chau, Nhi	Teacher (SPED)		0.1071	121,557	13,018.7	4		13,018.74	403b		807.10	6 188.77	-	1,300.31	188.77	239.54	-	2,724.5	15,743.30
1100	Ko, Jennifer	Teacher		0.51	61,976	31,607.7	6		31,607.76	403b		1,959.68	8 458.31	-	-	458.31	581.58	-	3,457.8	35,065.65
1100	Turner, Colleen	Teacher		0.51	63,849	32,562.9	9		32,562.99	403b		2,018.9	1 472.16	-	-	472.16	599.16	-	3,562.3	36,125.38
1100	Frost, Allison	Teacher		0.51	61,725	31,479.7	5		31,479.75	403b		1,951.7	4 456.46	-	-	456.46	579.23	-	3,443.8	34,923.63
1100	Vacant	Teacher			58,157					403b										
																-				
2400	Makayla Wright-Proctor	Admin		0.51	57,322	29,234.2	2		29,234.22	PERS	7.6	659.37 1,812.52	2 423.90	_	_	423.90	537.91		10,857.5	59 40,091.81
2400	Ha, Melissa	ELD IA III		0.27	51,595	13,930.6			13,930.65	PERS		649.83 863.70			1,451.53	201.99	256.32		6,625.3	•
2400	Jones Jr, Tony	Clerk I		0.2.	29,131	20,50010	-		20,500100	PERS	2,0	0001,			1,101100		20002		3,32010	
2400	Yemane, Naomi	Clerk I (31.200 *.4 FTE)		0.51	31,668	16,150.6	8		16,150.68	PERS	4,2	231.48 1,001.3	4 234.18	-	-	234.18	297.17		5,998.3	36 22,149.04
2100	Vacant	IA			45,607					PERS										
2100	Sanchez, Juan	IA III		0	44,933	-				PERS										
2100	Lee, Eric	ELD IA III		0.055	51,596	2,837.7	8		2,837.78	PERS	7	743.50 175.9	4 41.15	-	-	41.15	52.22		1,053.9	3,891.73
2300	Eliminate	Student Supervisor	Lunch Clerk		1					NORETIRE										
2300	Huang, Haijian	Student Supervisor		0.19	24,697	4,692.4			4,692.43	NORETIRE		290.93	68.04	-	-	68.04	86.34		513.3	5,205.78
2100 20 1	Eliminate	IA I		0.19	1	0.1	9		0.19	NORETIRE										
2100		Math Camp Stipends	Please do not fund in the 2020-21 year							NORETIRE										
2100		Student Tutor Stipends	When I try to change this, it affects							NORETIRE										
2100		Saturday School	the formulas							NORETIRE										
2900	Please keep	Saturday School Administration	This one is budgeted for				10500		10,500.00	PERS	2,7	751.00 651.00	0 152.25	-	-	152.25	193.20		3,899.7	70 14,399.70
1100		Teacher Retention																		
1100		Perfect Attendance Bonus																		
1100 140		Sports Stipends																		
1100		High Performance Bonus																		
1100		Hard to Fill position Bonus																		
1100		Lead Teacher Stipends																		

Totals

Employee Inputs 2026-27 5% 18.10% 26.20% 6.20% 1.45% \$ 0.26 1.5% = Salary increase 1.8% = possible formula for STD, GTL, LTD, Λ C S M C= H&W rate increas = STRS employer rate PERS employer rate = OASDI emp = Medicare er = Default monthly employer hea = State Unemploy = Workers' Comp employer rate

SACS	Full Name		Title	Department	FTE	Salary Rate	Total Salary	Bonus and Stipends		Retirement System for Employee		3313 Ssifi OASDI	3323 Medicare l	Monthly Health Rate	3403 Health and Welfaı	3503 SUI	3603 Workers' Comp	3703 Other Post Employ	3903 me Other Benefits	Total Benefits	Total Compensation
1300 20 0	0	Peter Holmquist	Head of Middle School		0.51	115,000	58,650.06		58,650.06	PERS	15,366	32 3,636.30	850.43	_	924.52	850.43	1,079.16			22,707.16	81,357.22
1200 20 0	0	Riffat Akram	Head of Division (Academics)		0.51	94,979	48,439.10		48,439.10	PERS	12,691	-		_	1,539.59	702.37	891.28			19,529.87	67,968.97
1300 20 0	0	Natalie Glass	Dean of Students Middle School		0.51	71,050	36,235.50		36,235.50	PERS	9,493	-		_	1,844.37	525.41	666.73			15,302.24	51,537.74
	0	TI NO 1									,	ŕ				-					
1100 20 0 1100 20 0	0	Hammer, Misha Vacant	VPA Coord/TSA Teacher	Music	0.307	73,198 59,028	22,471.71		22,471.71	403b 403b		1,393.2	325.84	-	873.74	325.84	413.48		-	3,332.15	25,803.85
1100 20 0	0	Solis, Alma	Teacher		0.51	61,725	31,479.85		31,479.85	403b		1,951.7	5 456.46	_	797.48	456.46	579.23		_	4,241.37	35,721.22
1100 20 0	O	Vasquez, Morning Star	Teacher		0.51	61,060	31,140.79		31,140.79	403b		1,930.7		_	4,767.43	451.54	572.99		_	8,174.23	39,315.02
1100 20		Hinds, Patricia	Teacher		0.51	64,530	32,910.51		32,910.51	403b		2,040.4		_	6,555.91	477.20	605.55		_	10,156.32	43,066.83
1100 20		Draper, Matthew	Teacher		0.51	59,028	30,104.45		30,104.45	403b		1,866.4		_	7,236.15	436.51	553.92		_	10,529.58	40,634.03
1100 20		Baker, Christopher	Teacher		0.51	60,158	30,680.60		30,680.60	403b		1,902.20		_	2,994.79	444.87	564.52		_	6,351.25	37,031.84
1100 20		Readeye, Alisha	Teacher		0.51	56,739	28,936.89		28,936.89	403b		1,794.09			2,243.20	419.58	532.44		-	5,408.90	34,345.79
1100		Seiwald, Madeleine	Teacher		0.51	11,226	5,725.21		5,725.21	403b		354.90	83.02	-	1,968.15	83.02	105.34		-	2,594.49	8,319.69
1100		Bakheit, Zubida	Teacher		0.51	58,157	29,660.07		29,660.07	403b		1,838.92	430.07	-	902.17	430.07	545.75		-	4,146.98	33,807.05
1100		Sabrie, Najwa	Teacher		0.51	58,157	29,660.07		29,660.07	403b		1,838.92	430.07	-	1,992.23	430.07	545.75		-	5,237.04	34,897.11
1100		Case, Kristina	Teacher	PE	0.55	59,028	32,465.59		32,465.59	403b		2,012.8	470.75	-	2,035.53	470.75	597.37		-	5,587.26	38,052.85
1100		Worley, Jermaine	Teacher	PE	0.55	59,028	32,465.59		32,465.59	403b		2,012.8	470.75	-	2,035.53	470.75	597.37		-	5,587.26	38,052.85
1100		Esola, Michael	Teacher	PE	0.55	61,060	33,583.20		33,583.20	403b		2,082.10	486.96	-	-	486.96	617.93		-	3,674.00	37,257.21
1100		Sanchez, Juan	Teacher (.6 Teacher/.4 IA)	0	0	59,028	-			403b											
1100		Blondeau, Janet	Teacher (.9 Teacher/.1 IA)	Art	0.51	59,028	30,104.45		30,104.45	403b		1,866.4		-	-	436.51	553.92		-	3,293.43	33,397.88
1100		Wu, Fenglin	Teacher	Mandarin	0.55	66,014	36,307.70		36,307.70	403b		2,251.0		-	1,212.63	526.46	668.06		-	5,184.69	41,492.39
1100	_	Gustafson-Ohare (Spencer), Rebecca	Teacher	Spanish	0.55	65,875	36,231.25		36,231.25	403b		2,246.3		-	1,207.17	525.35	666.66		-	5,170.87	41,402.12
1100 20 65	0	Chau, Nhi	Teacher (SPED)		0.1071	121,557	13,018.74		13,018.74	403b		807.10		-	1,300.31	188.77	239.54		-	2,724.56	15,743.30
1100		Ko, Jennifer	Teacher		0.51	61,976	31,607.76		31,607.76	403b		1,959.68		-	-	458.31	581.58		-	3,457.89	35,065.65
1100		Turner, Colleen	Teacher		0.51	63,849	32,562.99		32,562.99	403b		2,018.9		-	-	472.16	599.16		-	3,562.39	36,125.38
1100		Frost, Allison Vacant	Teacher Teacher		0.51	61,725	31,479.75		31,479.75	403b 403b		1,951.7	456.46	-	-	456.46	579.23		-	3,443.88	34,923.63
1100		vacant	Teacher			58,157				4030						-					
2400		Makayla Wright-Proctor	Admin		0.51	57,322	29,234.22		29,234.22	PERS	7,659	37 1,812.52	2 423.90			423.90	537.91			10,857.59	40,091.81
2400		Ha, Melissa	ELD IA III		0.27	51,595	13,930.65		13,930.65	PERS	3,649	,		_	1,451.53	201.99				6,625.37	20,556.02
2400		Jones Jr, Tony	Clerk I		0.27	29,131	-		15,750.05	PERS	3,012	003.7	201.99		1,431.33	201.99	250.52			0,023.37	20,330.02
2400		Yemane, Naomi	Clerk I (31.200 *.4 FTE)		0.51	31,668	16,150.68		16,150.68	PERS	4,231	48 1,001.3	234.18	-	-	234.18	297.17			5,998.36	22,149.04
2100		Vacant	IA		0	45,607	-		20,20000	PERS	-,	2,000								2,52 0 0 0	
2100		Sanchez, Juan	IA III		0	44,933	_			PERS											
2100		Lee, Eric	ELD IA III		0.055	51,596	2,837.78		2,837.78	PERS	743	50 175.9	41.15	-	-	41.15	52.22			1,053.95	3,891.73
2300		Eliminate	Student Supervisor	Lunch Clerk	0.19	1	0.19		0.19	NORETIRE											
2300		Huang, Haijian	Student Supervisor		0.19	24,697	4,692.43		4,692.43	NORETIRE		290.93	68.04	-	-	68.04	86.34			513.35	5,205.78
2100 20 1		Eliminate	IA I		0.19	1	0.19		0.19	NORETIRE											
2100			Math Camp Stipends	Please do not fund in the 2020-21 year						NORETIRE											
2100			Student Tutor Stipends	When I try to change this, it affects						NORETIRE											
2100			Saturday School	the formulas						NORETIRE											
2900		Please keep	Saturday School Administration	This one is budgeted for				10500	10,500.00	PERS	2,751	00 651.00	152.25	-	-	152.25	193.20			3,899.70	14,399.70
1100			Teacher Retention																		
1100	1.40		Perfect Attendance Bonus																		
	140		Sports Stipends																		
1100			High Performance Bonus																		
1100 1100			Hard to Fill position Bonus Lead Teacher Stipends																		
1100			Lead Teacher Supends																		

Appendix xii: Family Engagement Report

Family Engagement Services

The Parent Coordinator focuses on family engagement and equity by equipping parents with necessary information, skills, and resources to effectively navigate the school system, support their children's success in school and engage them in school leadership opportunities. Support is also provided to parents and caregivers in need of advocacy support and information to address concerns about their children. All parents are encouraged consistently to participate in school activities, but it is not mandatory to do so. Parents have multiple ways that they can engage and provide feedback on their child's educational experience and to share their concerns with staff.

At AIMS, families receive a full range of comprehensive support and services.

- A. Case Management- Families can connect with Parent Support services to obtain information to connect to resources in the community such as food resources, free and low-cost internet, and other relevant resources provided in the local community. They can also obtain support around topics that arise in the everyday lives of families and be referred to who they should contact in the school. Families receive support for meetings, translations, questions, and other key aspects in their lives as AIMS families. This materials are also made available in multiple languages to reflect the needs of our families. Families can share concerns, questions, and suggestions at any time, and all are responded to in a timely manner.
- B. Family Events- AIMS hosts a wide range of family activities that promote family bonding, family mentoring, cohesiveness, and a family friendly environment across the district.
- C. Family Advisory Council (FAC)- The FAC is the vehicle for parents to learn on a monthly basis about school activities and meet to support those activities. At these FAC meetings families can also bring concerns, suggestions, ideas, and questions to discuss. There are topics and workshops that are also shared that cover a range of family relevant topics such as vaping prevention, child safety, bullying prevention, nutrition, communication with your child and more.
- D. Family Volunteer Days- AIMS has several hosted days throughout the year where families participate in community service activities to promote bonding, volunteerism, and service in unity. There are several opportunities for families to get involved at AIMS. These are not mandatory, but volunteer and a great way to bring service to families who wish to get involved as a family with multiple ages involved.
- E. Family Education Classes- AIMS hosts several family education classes and workshops such as navigating child study habits, internet safety, child safety, communication, drug prevention, ESL, parenting and topics relevant to schools, families, parenting, and social-emotional subjects.

- F. Transitional Support- AIMS provides support to parents in transitions such as navigating moving through child development stages, as well as transitioning from elementary to middle school to high school and beyond. This support also assists with family transitions that a family may need support with during the school year.
- G. Liaison Services- AIMS Parent Coordinator serves as a liaison between schools and families, helping families navigate their journeys at AIMS and advocating for the needs of families and their children.

This year we have a parent engagement component that has been successful in bridging the gap between families and school. Our Parent Coordinator reaches out to new and continuing families on an ongoing basis, assisting families to engage further in the school environment by hosting several fun family events, family workdays, family meetings, and parent tips.

She also is key in providing comprehensive communication and support for families, ensuring that families have translation services at events, and providing parent education. She is an advocate for the school and the families and is a liaison between both.

This year we also started a very needed ESL program for families providing ESL education for families on Saturdays. We met as a planning team and planned key components of a successful ESL program. It was attended by 32 parents over a series of weeks.

We also partnered with community-based organization Grow With Me Inc., to provide a parenting series covering the Triple P positive parent series. These classes were provided virtually over 6 weeks and provided helpful tools for parents at all ages of their parenting journey and comprehensive culturally relevant and multifaceted support. It included parent discussions and modeling and practice of key parenting skills.

4 Family Volunteer Workdays Over 100 volunteers at each Family volunteers assisted with school beautification such as painting, filing, building, organizing, and creating planter boxes.

Students and families participate in a service project in the community for Valentine's Day where they made Valentine cards for senior citizens and some children helped to deliver them.

Families also assisted with uniform sorting, adhering patches on uniforms, sewing, and more on several occasions.

Additionally parent volunteers assisted with our Shoo the Flu collaboration with the Alameda Health Department, Picture Day with Lifetouch, our Scholastic Book Fair, our Penguin Patch Holiday Shop and several well-attended events. This year parent engagement was extremely high with an average of 80-100 people at every school sponsored event.

Super Bowl Party

80 people in attendance parents, teens, and children

There were several zones for families to enjoy. There was a children's zone where families could drop off their children to enjoy child-friendly movies, snacks, games, food, and activities in a supervised setting. There was a teen zone where teens could gather together to watch a movie, there was a family zone where families could watch the game together, and a parent zone for adults only where they could enjoy a "date night" or time alone.

Sweetheart Family Dance

120 people attended

This was a dance where families and staff could come together and have a night out with family-friendly Valentine decor and refreshments. Families of all ages came out and parents, grandparents, siblings, and more enjoyed the evening. This was in collaboration with BACR after school program. We modeled family togetherness, social skills, and recreation.

Fam Jam

Over 100 people attended

This event held in the evening was a time for families and staff to come together for family friendly-activities. We had a game zone, a Zumba zone, healthy snacks, smoothie making, crafts, and other fun activities. This promoted a warm, family-friendly environment and built positive memories.

Penguin Patch Holiday Shop

Grades served all K-5th grade classes. Also included youth volunteers, parent volunteers, and middle school support.

Shoo the Flu

Grades served all K-8th grade classes. It also included parent volunteers.

Picture Day

Grades served all K-12th grade classes. Also included parent volunteers.

Census Presentation with Complete Count Alameda

AIMS hosted a district-wide presentation in multiple languages on the importance of the census and why it is important to be counted. This event was well attended by our AIMS families.

College Information Planning Nights

AIMS HS hosted a series of grade-level presentations on the college planning process, what AIMS offers in our coursework as a college prep school, testing, preparing your child for college, study tips for the SATs, financial planning and more. We also had a financial planner from Meryll Lynch offer her services to all AIMS MS and HS families to obtain a free consultation for college planning.

HBCU FAIR

AIMS hosted an HBCU fair where families and students came together to learn about HBCU colleges, could apply for colleges and universities and obtain information. This event was well attended.

FIA Training

Parent Coordinator attended and completed the Families in Action Parent and Youth Training Program. Several upcoming events and campaigns will encourage more family engagement across the district, build more family leaders, and encourage our families to learn more about voting and the voting process in addition to the census and other campaigns.

In addition to meeting support, liaison services, and workshop facilitation, the parent coordinator also assesses family needs through surveys, personal contact, email, text message, teacher and administrative referrals. Families know that they can call, text, and email for support and do so on a daily basis. When a family has a need that requires bridging to community services such as food, clothing, Pandemic EBT, WIC, foodbank, counseling and more they receive comprehensive case management with a multi-faceted, holistic and culturally relevant approach. To date we have over 113 families that have received comprehensive case management.

Additionally we have provided links to educational resources, support, mental and emotional health resources and activity ideas for use for families that may be helpful during the pandemic. We provide all communications to families in several languages to ensure cultural sensitivity and accessibility. We also follow-up after every presentation and answer any questions that families may have. They are also welcomed to call, text, email, or Parent Square if they have questions or concerns.

Prior to COVID-19 the Parent Coordinator would meet with parents in the pick up area, in the plaza, in the halls and in the office to be accessible to families if they had questions. Very often, she was able to field questions and refer parents to where they needed to go to obtain information they were looking for and it was helpful to the school site administration. After COVID-19, the Parent Coordinator still offers these services virtually by being present at the meetings that the schools sites host and by reiterating that they can reach out if they need assistance.

In addition, we have also referred families to COVID-19 resources for emergency food assistance, food banks, Pandemic EBT, and Immigrant Assistance Funds. To determine who was in need of assistance we send out a survey multiple times across the district with a variety of questions to assess the needs of each family. We then comprised a spreadsheet of all the responses and sent strategic emails, phone calls and text messages to each family with the information that they requested.

We additionally bridged families to a comprehensive list in collaboration with local agencies and community-based organizations that were providing services during the pandemic and throughout the year. Several families were bridged to the food bank, Pandemic EBT, and money grants for emergency funding. Each school site additionally identified through teacher and administrator referral to receive grants of \$400 or \$200 each to families in extreme need. Over 17 families across the district were submitted in consideration of funding for these special programs and dozens of families received bridging to other resources in the community as well as comprehensive support from AIMS on an on-going basis.

This coming year this department will continue to build the family engagement platform and host a variety of comprehensive programs and workshops for families as well as events to engage our families and provide them with the support they need. We will also continue to build on our case management which works so well for our families and our project management. We will continue to be a liaison for families and provide multifaceted support and engagement opportunities.

Appendix xiii: Annual Independent Audit



Governing Board American Indian Model Schools (A California Nonprofit Public Benefit Corporation) Santa Maria, California

We have audited the financial statements of American Indian Model Schools for the year end June 30, 2019 and have issued our report thereon dated December 10, 2019. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated February 20, 2018. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by American Indian Model Schools are described in Note 2 to the financial statements. The Organization changed accounting policies related to revenue recognition and presentation of financial statements, respectively, by adopting FASB Accounting Standards Update (ASU) No 2016-14, Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities, respectively, in the fiscal year 2018-2019. Accordingly, the accounting change has been retrospectively applied to prior periods presented as if the policy had always been used. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

Management's estimate of the capital asset depreciation is based on the expected useful life for assets being capitalized and as described in Note 1 to the financial statements. We evaluated the key factors and assumptions used to develop the accounting estimates in determining that it is reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users.

Governing Board American Indian Model Schools Communication with Governance Page 2

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing the audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatement. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 10, 2019.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention. Additionally, the Organization did not have any internal control, federal and state deficiencies that were required to be reported in the June 30, 2019 audited financial report.

Governing Board American Indian Model Schools Communication with Governance Page 3

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Governing Board charged with governance and management of American Indian Model Schools and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Rancho Cucamonga, California

Esde Sailly LLP

December 10, 2019



Annual Financial Report June 30, 2019

American Indian Model Schools

(A California Nonprofit Public Benefit Corporation)

American Indian Public Charter School (AIPCS) American Indian Public Charter School II (AIPCS II) American Indian Public High School (AIPHS)



(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board American Indian Model Schools (A California Nonprofit Public Benefit Corporation) Oakland, California

Report on the Financial Statements

We have audited the accompanying financial statements of American Indian Model Schools (the Schools) (a California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2019, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the 2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Schools' preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Schools' internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Schools, as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information such as the Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and the other supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, Schedule of Expenditures of Federal Awards and the other accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 10, 2019, on our consideration of the Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Schools' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Schools' internal control over financial reporting and compliance.

Rancho Cucamonga, California

Ede Sailly LLP

December 10, 2019

(A California Nonprofit Corporation)

STATEMENT OF FINANCIAL POSITION JUNE 30, 2019

	Central Office		AIPCS	 AIPCS II
ASSETS				
Current Assets				
Cash and cash equivalents	\$ -	\$	291,139	\$ 2,344,582
Accounts receivable	-		372,699	1,655,765
Intercompany receivable	665,680		385,537	-
Prepaid expenses/deposits	 		3,261	 38,528
Total Current Assets	 665,680		1,052,636	4,038,875
Non-Current Assets				
Property and equipment	_		767,582	9,077,248
Less: accumulated depreciation	_		(537,716)	(1,324,346)
Total Non-Current Assets	-		229,866	7,752,902
Total Assets	\$ 665,680	\$	1,282,502	\$ 11,791,777
LIABILITIES				
Current Liabilities				
Accounts payable	\$ 665,680	\$	20,795	\$ 44,012
Intercompany payable	-		-	1,722,851
Current portion of long-term debt	 _		6,015	128,654
Total Current Liabilities	 665,680		26,810	 1,895,517
Long-Term Obligations				
Non-current portion of long-term debt	-		27,171	5,656,690
Total Liabilities	 665,680		53,981	7,552,207
NET ASSETS				
Without Donor Restrictions				
Designated	-		161,118	179,200
Unrestricted	 		1,067,403	 4,060,370
Total Net Assets	 	_	1,228,521	 4,239,570
Total Liabilities and Net Assets	\$ 665,680	\$	1,282,502	\$ 11,791,777

See the accompanying notes to financial statements.

AIPHS	Eliminatio	on	Total		
\$ -	\$	_	\$	2,635,721	
768,532		_		2,796,996	
671,634	(1,722,8	351)		-	
9,189		_		50,978	
1,449,355	(1,722,8	351)		5,483,695	
319,119		-		10,163,949	
 (291,424)				(2,153,486)	
27,695		_		8,010,463	
\$ 1,477,050	\$ (1,722,8	351)	\$	13,494,158	
			-		
\$ 71,913	\$	_	\$	802,400	
-	(1,722,8	351)		-	
6,015		_		140,684	
77,928	(1,722,8	351)		943,084	
27,171		_		5,711,032	
105,099	(1,722,8	351)		6,654,116	
		· ·			
07.561				427.070	
97,561		-		437,879	
 1,274,390				6,402,163	
1,371,951				6,840,042	
\$ 1,477,050	\$ (1,722,8	351)	\$	13,494,158	

(A California Nonprofit Corporation)

STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2019

	Central Office	AIPCS	AIPCS II
REVENUES			
Local Control Funding Formula	\$ -	\$ 1,524,303	\$ 7,690,535
Federal revenue	=	229,944	530,355
Other State revenue	-	137,013	589,828
Local revenues	2,048,069	253,520	334,831
Rental income	-	7,757	35,428
Fundraising revenue		21	4,132
Total Revenues	2,048,069	2,152,558	9,185,109
EXPENSES			
Program Services	1,760,443	1,625,930	8,127,413
Management and General	287,626	267,693	950,874
Fundraising		2,471	2,501
Total Expenses	2,048,069	1,896,094	9,080,788
CHANGE IN NET ASSETS	-	256,464	104,321
NET ASSETS, BEGINNING OF YEAR		972,057	4,135,249
NET ASSETS, END OF YEAR	\$ -	\$ 1,228,521	\$ 4,239,570

AIPHS	Elimination	Total			
\$ 4,420,417	\$ -	\$ 13,635,255			
203,274	-	963,573			
262,194	-	989,035			
123,193	(2,048,069)	711,544			
-	-	43,185			
1,427		5,580			
5,010,505	(2,048,069)	16,348,172			
3,993,137	(2,048,069)	13,458,854			
465,915	-	1,972,108			
27,871		32,843			
4,486,923	(2,048,069)	15,463,805			
523,582	-	884,367			
848,369		5,955,675			
\$ 1,371,951	\$ -	\$ 6,840,042			

(A California Nonprofit Corporation)

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2019

	Central Office AIPCS AIPCS II			AIPHS			Total			
CASH FLOWS FROM OPERATING ACTIVITIES										
Change in net assets	\$	-	\$	256,464	\$	104,321	\$	523,582	\$	884,367
Adjustments to reconcile change in net assets										
to net cash provided by (used for) operating activities										
Depreciation expense		-		40,060		58,641		6,924		105,625
Changes in operating assets and liabilities										
Increase in accounts receivable		-		(198,837)		(854,531)		(224,288)		(1,277,656)
Decrease (Increase) in intercompany										
receivable/payable, net		(665,680)		149,793		200,000		(132,088)		(447,975)
Decrease in prepaid expenses										
and other assets, net		-		22,500		46,887		34,007		103,394
Increase (Decrease) in accounts payable		420,704		(247,221)		(494,023)		(206,704)		(527,244)
Increase in intercompany payable		244,718		-		203,257		-		447,975
Increase (Decrease) in current loans						(80,430)		33,186		(47,244)
Net Cash Provided by										
(Used for) Operating Activities		(258)		22,759		(815,878)		34,619		(758,758)
CASH FLOWS FROM INVESTING ACTIVITIES										
Purchase of property and equipment				1,981		(81,980)		(34,619)		(114,618)
CASH FLOWS FROM FINANCING ACTIVITIES										
Loan payment		_		33,186						33,186
NET INCREASE (DECREASE) IN CASH		(258)		57,926		(897,858)				(840,190)
CASH AND CASH EQUIVALENTS,		` '		,		, , ,				, , ,
BEGINNING OF YEAR		258		233,213		3,242,440		_		3,475,911
CASH AND CASH EQUIVALENTS, END OF YEAR	\$	-	\$	291,139	\$	2,344,582	\$	-	\$	2,635,721
Cumplemental each flow disalogues										
Supplemental cash flow disclosure: Cash paid during the period in interest	\$	_	\$	118,263	\$	234,554	\$	_	\$	352,817
1 6 1 1	$\dot{-}$		÷	-,	÷	- ,	÷		<u> </u>	- ,

(A California Nonprofit Corporation)

STATEMENT OF FUNCTIONAL EXPENSES FOR THE YEAR ENDED JUNE 30, 2019

			nnagement d General				Total Expenses	
AIPCS								
Teacher salaries and benefits	\$	644,282	\$	-	\$	-	\$	644,282
Administrative salaries and benefits		-		14,413		-		14,413
Clerical salaries and benefits		-		134,524		-		134,524
District supervisory fee		13,101		2,142		-		15,243
Educational programs		3,359		-		-		3,359
Occupancy		995		163		-		1,158
Student supplies		106,741		6,209		-		112,950
Student nutrition		51,425		-		-		51,425
Special education fee		93,104		-		-		93,104
Operating expenses		326,463		47,065		-		373,528
Depreciation		34,435		5,625		-		40,060
Insurance		3,104		507		_		3,611
Capital outlay		247,276		40,427		-		287,703
Debt interest expense		101,645		16,618		-		118,263
Fundraising expense		-		_		2,471		2,471
Total	\$	1,625,930	\$	267,693	\$	2,471	\$	1,896,094
	· ·		anagement d General	Fur	ndraising		Total Expenses	
AIPCS II								
Teacher salaries and benefits	\$	4,052,034	\$	- 160 115	\$	-	\$	4,052,034

	rrogram	Management		Total		
	Services	and General	_Fundraising	Expenses		
AIPCS II						
Teacher salaries and benefits	\$ 4,052,034	\$ -	\$ -	\$ 4,052,034		
Administrative salaries and benefits	237,954	169,115	-	407,069		
Clerical salaries and benefits	-	423,533	-	423,533		
District supervisory fee	66,879	10,026	-	76,905		
Occupancy	107,425	16,105	-	123,530		
Student supplies	506,798	19,624	-	526,422		
Student nutrition	318,512	-	-	318,512		
Special education fee	720,553	-	-	720,553		
Operating expenses	1,618,410	237,684	-	1,856,094		
Depreciation	50,996	7,645	-	58,641		
Insurance	10,530	1,579	-	12,109		
Capital outlay	233,348	34,983	-	268,331		
Debt interest expense	203,974	30,580	-	234,554		
Fundraising expense			2,501	2,501		
Total	\$ 8,127,413	\$ 950,874	\$ 2,501	\$ 9,080,788		
		·				

(A California Nonprofit Corporation)

STATEMENT OF FUNCTIONAL EXPENSES, CONTINUED FOR THE YEAR ENDED JUNE 30, 2019

	Program Management Services and General		Fundraising		Total Expenses	
AIPHS						
Teacher salaries and benefits	\$	1,661,836	\$ -	\$	-	\$ 1,661,836
Administrative salaries and benefits		283,844	56,907		-	340,751
Clerical salaries and benefits		-	234,469		-	234,469
District supervisory fee		38,062	6,142		-	44,204
Occupancy		155,213	25,048		-	180,261
Student supplies		554,181	6,903		-	561,084
Student nutrition		94,622	-		-	94,622
Special education fee		341,739	-		-	341,739
Operating expenses		816,086	130,737		-	946,823
Depreciation		5,962	962		-	6,924
Insurance		8,616	1,391		-	10,007
Capital outlay		20,260	3,269		_	23,529
Scholarship expense (Non-Public Funds)		12,178	_		_	12,178
Debt interest expense		538	87		_	625
Fundraising expense		-	-		27,871	27,871
Total	\$	3,993,137	\$ 465,915	\$	27,871	\$ 4,486,923

		Program Management Services and General		2		ndraising]	Total Expenses
Central Office (CO)								
AIPCS - CO Management Fee Expense	\$	175,612	\$	43,793	\$	-	\$	219,405
AIPCS II - CO Management Fee Expense		1,040,551		155,998		-		1,196,549
AIHS - CO Management Fee Expense		544,280		87,835				632,115
Total	\$	1,760,443	\$	287,626	\$	-	\$	2,048,069

(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019

NOTE 1 - PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES

Organization

The American Indian Model Schools (the Schools) was incorporated in the State of California in 1996 as a nonprofit public benefit corporation that is organized under the Nonprofit Public Benefit Corporation Law exclusively for charitable and educational purposes within the meaning of 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provision of any future United States internal revenue law.

The American Indian Model Schools operate three non-profit charter schools: American Indian Public Charter School (AIPCS, charter number 0106), American Indian Public Charter School II (AIPCS II, charter number 0882), and American Indian Public High School (AIPHS, charter number 0765). The Schools are operating under a charter granted by the Oakland Unified School District that expires on June 30, 2021.

About AIMS

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

Central Office

The Central Office account was created as a clearing account for the Schools. The Central Office serves as a clearing location for shared expenses. Shared expenses are allocated to the charters by ADA monthly in the form of a Central Office expense.

Cash and Cash Equivalents

The Schools consider all cash and highly liquid financial instruments with original maturities of three months or less, and which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Receivables and Credit Policies

Accounts receivable consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable accounts receivable based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Accounts receivable are written off when deemed uncollectable. At June 30, 2019, the allowance was \$0.

(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019

Property and Equipment

Property and equipment additions over \$5,000 are recorded at cost or, if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years or, in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any remaining gain or loss is included in the statement of activities. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently.

The Schools review the carrying values of fixed assets for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2019.

Intercompany Receivable/Payable

Intercompany receivable/payable results from a net cumulative difference between resources provided by the Central Office account to each charter school and reimbursement for those resources from each charter school to the Central Office account. Operating transfers include certain costs of shared liabilities and shared assets between the Schools. The Intercompany receivable/payable at each location results from the cumulative payable/receivable entries automatically generated when transactions occur between schools, as well as the Central Office. The net amount either due or receivable by each location is the cumulative of entries over time and reflects the balance at the date of fiscal year end.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor restrictions. Net assets without donor restrictions also include the investment in property and equipment, net of accumulated depreciation. The Schools' policy is to designate funds without restriction at the discretion of the board of directors. The board of directors has not designated net assets without donor restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporarily in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. The Schools report contributions restricted by donors as increases in net assets with donor restrictions if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. As of June 30, 2019, the Schools have no net assets without donor restrictions.

(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019

Revenue and Revenue Recognition

Revenue is recognized when earned. Operating funds for the Schools are derived principally from state and federal sources. The Schools receive state funding based on each of the enrolled student's average daily attendance (ADA) in its schools. The Schools receive federal grants, which are paid through the California Department of Education or other federal and state agencies. Revenues related to these federal grants are recognized when qualifying expenses have been incurred and when all other grant requirements have been met. Unrestricted support given by the state is recognized as revenue when received. Any such funds received in advance are deferred to the applicable period in which the related services are performed, or expenditures are incurred, respectively.

Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give are not recognized until the conditions on which they depend have been substantially met.

Debt Issuance Costs

Debt issuance costs are amortized over the period the related obligation is outstanding using the effective interest method. Debt issuance costs are included within long-term debt in the consolidated statements of financial position. Amortization of debt issuance costs is included in interest expense in the accompanying consolidated financial statements.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2019.

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statements of activities. The statement of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses, excluding depreciation and grant disbursements are allocated on the basis of estimates of time and effort.

The financial statements report categories of expenses that are attributed to program service activities or supporting services activities. The expenses are generally directly attributable to a functional category with no significant allocations between program service activities and supporting service activities occurring.

(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019

Income Taxes

The Schools are a California non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b)(1)(A)(vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. The Schools determined that it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS.

The Schools have adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the Schools to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Financial Instruments and Credit Risk

Deposit concentration risk is managed by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the Schools to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, no losses have been experienced in any of these accounts. Credit risk associated with accounts receivable and promises to give is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from Board members, governmental agencies, and foundations supportive of the Schools' mission.

Recent Accounting Pronouncements

On June 21, 2018, the FASB completed its project on revenue-recognition of grants and contracts by not-for-profit entities by issuing Accounting Standards Update (ASU) No. 2018-08, *Not-for-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made.* The amendments in the Update provide a more robust framework for determining whether a transaction should be accounted for as a contribution or as an exchange transaction.

(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019

Specifically, the amendments in the Update:

- Clarify how a not-for-profit entity determines whether a resource provider is participating in an exchange transaction or a contribution.
- Help an entity to evaluate whether contributions are conditional or unconditional by stating that a conditional contribution must have (1) a barrier that must be overcome and (2) a right of return or release of obligation.
- Modify the simultaneous release option currently in generally accepted accounting principles (GAAP), which
 allows a not-for-profit entity to recognize a restricted contribution directly in unrestricted net assets/net assets
 without donor restrictions if the restriction is not in the same period that revenue is recognized.

The ASU is effective for the Schools for the year ended June 30, 2020. Management is evaluating the impact of the adoption of this standard.

Change in Accounting Principle

As of July 1, 2018, the Schools adopted the provisions of Accounting Standards Update (ASU) 2016-14, *Presentation of Financial Statements for Not-For-Profit Entities*. The provisions of the ASU replace the existing three classes of net assets with two new classes (net assets without donor restrictions and net assets with donor restrictions) and enhance the disclosure requirements for the Schools donor restricted endowment funds and underwater endowments. The ASU introduces new disclosure requirements to provide information about what is included or excluded from the Schools' intermediate measure of operations as well as disclosures to improve a financial statement user's ability to assess the Schools' liquidity and exposure to risk. The ASU also introduces new reporting requirements to present expenses by both function and natural classification in a single location and to present investment returns on the statements of activities net of external and direct internal investment expenses.

The amendments should be applied on a retrospective basis; however, if presenting comparative financial statements, the ASU allows for the option to omit, for any periods presented before the period of adoption, the analysis of expenses by both natural classification and functional classification (the separate presentation of expenses by functional classification and expenses by natural classification is still required), and the disclosure about liquidity and availability of resources. The Schools have elected not to present comparative information for these amendments.

The Schools have adopted this standard as management believes the standard improves the usefulness and understandability of the Schools financial reporting.

(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019

Adjustments Resulting from Change in Accounting Policy

As disclosed above, the Schools adopted the provisions of ASU 2016-14, *Presentation of Financial Statements for Not-For-Profit Entities* as of June 30, 2019. Following is a summary of the effects of the change in accounting policy in the Schools' June 30, 2018 financial statements.

	As Previously	Adoption of	
	Reported	ASU 2016-14	As Adjusted
Unrestricted	\$ 5,653,923	\$ (5,653,923)	\$ -
Temporarily restricted net assets	301,752	(301,752)	-
Net assets without donor restrictions	-	(5,955,675)	5,955,675

NOTE 2 - LIQUIDITY AND AVAILABILITY

Financial assets for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprises the following:

	AIPCS		AIPCS II		AIPHS		Total	
Cash and cash equivalents	\$	291,139	\$	2,344,582	\$	-	\$ 2,635,721	
Accounts receivable and other assets		375,960		1,694,293		777,721	2,847,974	
	\$	667,099	\$	4,038,875	\$	777,721	\$ 5,483,695	

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash and cash equivalents consist of the following at June 30, 2019:

	F	cepo	rtea Amoun	ι		
Deposits	AIPCS	A	AIPCS II		Total	Bank Balance
Cash on hand and in banks	\$ 291,139	\$	2,344,582	\$	2,635,721	\$ 2,891,993

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). The Schools maintain its cash in bank deposit accounts that at times may exceed federally insured limits. The Schools have not experienced any losses in such accounts. At June 30, 2019, the Schools had a balance of \$2,391,993 in excess of FDIC insured limits. Management believes that the Schools are not exposed to any significant risk related to cash.

(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019

NOTE 4 - ACCOUNTS RECEIVABLE

Receivables at June 30, 2019, consisted of the following:

	AIPCS		AIPCS II		AIPHS		 Total
Local Control Funding Formula	\$	217,551	\$	1,190,138	\$	618,211	\$ 2,025,900
Federal receivables		68,094		150,357		35,424	253,875
Other State receivables		59,198		211,592		87,177	357,967
Lottery		18,946		103,678		27,720	150,344
Local receivables		8,910					8,910
Total Accounts Receivable	\$	372,699	\$	1,655,765	\$	768,532	\$ 2,796,996

NOTE 5 - PREPAID EXPENSES/DEPOSITS

Prepaid expenses at June 30, 2019, consisted of the following:

	AIPCS		AIPCS II		AIPHS		Total	
Security deposit	\$	2,500	\$	27,250	\$	7,042	\$	36,792
Employee advances		-		2,763		-		2,763
Insurance		761		4,015		2,147		6,923
Other				4,500				4,500
Total Prepaid Expenses	\$	3,261	\$	38,528	\$	9,189	\$	50,978

NOTE 6 - PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2019, consisted of the following:

	AIPCS	AIPCS II	AIPHS	Total
Land	\$ -	\$ 2,451,271	\$ -	\$ 2,451,271
Building improvements	669,961	6,584,408	284,500	7,538,869
Equipment	97,621	41,569	34,619	173,809
Subtotal	767,582	9,077,248	319,119	10,163,949
Less: accumulated depreciation	(537,716)	(1,324,346)	(291,424)	(2,153,486)
Total Property and Equipment	\$ 229,866	\$ 7,752,902	\$ 27,695	\$ 8,010,463

(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019

NOTE 7 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2019 consisted of the following:

	Cer	tral Office	 AIPCS	A	IPCS II	<i>P</i>	<u>AIPHS</u>	 Total
Salaries and benefits	\$	172,840	\$ 19,591	\$	36,456	\$	57,838	\$ 286,725
Vendor payables		492,840	 1,204		7,556		14,075	515,675
Total Accounts Payable	\$	665,680	\$ 20,795	\$	44,012	\$	71,913	\$ 802,400

NOTE 8 - LONG-TERM OBLIGATIONS

Long-term obligations activity includes debt and other long-term obligations. Changes in obligations for the fiscal year ended June 30, 2019, are as follows:

		Balance						Balance]	Due in
	Jı	ıly 1, 2018	A	dditions	De	eductions	Ju	ne 30, 2019	O	ne Year
East West Bank - Promissory Note	\$	5,865,774	\$	-	\$	113,616	\$	5,752,158	\$	122,640
TEQ Lease, Inc.				103,856		4,298		99,558		18,044
Total	\$	5,865,774	\$	103,856	\$	117,914	\$	5,851,716	\$	140,684

East West Bank

On February 9, 2015, the Schools issued a note payable to East West Bank for \$5.2 million. The loan was interest only with a floating interest rate of Prime plus 3.7 percent.

On March 11, 2015, the Schools issued a note payable to KC Capital Mortgage Inc. for \$800,000 with an interest rate of 12 percent to refinance a commercial real property. The entire principal was due on the maturity date of April 1, 2017.

On February 9, 2017, the Schools consolidated and refinanced the \$5,200,000 loan from East West Bank and the \$800,000 loan from KC Capital Mortgage for one loan from East West Bank for \$6,000,000. The loan has a floating variable interest rate using the daily Wall Street Journal Prime Rate (3.25 at starting rate in 2017) with a 1.00 percentage point over the index rate. For the fiscal year 2018-2019, the interest rate ranged from 4.25 to 5.25 percent. The loan has a maturity date of February 9, 2022.

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NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

Debt service requirements for the loan as of June 30, 2019, are as follows:

Fiscal Year Ending				
June 30,	Principal		Interest*	Total
2020	\$ 122,64) \$	299,069	\$ 421,709
2021	129,43	3	292,474	421,912
2022	5,500,080)	191,121	5,691,201
	\$ 5,752,150	3 \$	782,664	\$ 6,534,822

^{*}Interest estimated at 5.25%

TEQ Lease, Inc.

On February 5, 2019, the Schools entered into a capital lease agreement with TEQ Lease, Inc. for the purchase of three Ford vans. The term of the lease is for five years with 7.29 percent annual interest, commencing April 1, 2019 and ending on March 1, 2024. The total purchase price was \$103,856 (including tax and interest). Additionally, the lease will be split evenly between the three schools. As of June 30, 2019, the balance on the capital lease obligation is \$99,558.

Fiscal Year Ending	
June 30,	
2020	\$ 24,699
2021	24,699
2022	24,699
2023	24,699
2024	19,282_
Total minimum lease payments	118,078
Less amount representing interest	(18,520)
	\$ 99,558

NOTE 9 - FACILITIES USE AGREEMENT

On August 7, 2015, American Indian Charter School entered into a Single-Year Co-Location Use Agreement (Agreement) with Oakland Unified School District (OUSD) for the property located at 746 Grand Avenue, Oakland, California 94610. The single-year term of the Agreement expired June 30, 2017, but has been renewed for the 2018-2019 fiscal year. Per the terms of the Agreement, American Indian Charter School agrees to pay OUSD an annual fee for use of the District premises consistent with California Code of Regulations, Title 5, Section 11969.7 (the "Pro Rata Share"). Total annual Pro Rata Share paid at June 30, 2019, was \$198,555.

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NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019

NOTE 10 - NET ASSETS

Net assets at June 30, 2019, consisted of the following:

	AIPCS	_AIPCS II	AIPHS	Total
Without Donor Restrictions				
Designated for:				
California Clean Energy Jobs Act	\$ 37,008	\$ 105,657	\$ -	\$ 142,665
Classified School Employee Professional Development	982	4,979	1,740	7,701
Low Performing Students Block Grant	3,952	16,796	1,976	22,724
College Readiness State program	-	-	6,553	6,553
Measure G1	18,242	51,768	35,692	105,702
Measure N	-	-	51,600	51,600
Scholarship Funds	100,934	-	-	100,934
Unrestricted	1,067,403	4,060,370	1,274,390	6,402,163
Total Net Assets	\$1,228,521	\$4,239,570	\$1,371,951	\$6,840,042

NOTE 11 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. AIMS has employees that are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Schools choose to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Schools have no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

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NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: https://www.calpers.ca.gov/page/forms-publications.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2019, are summarized as follows:

	School Employer Pool (CalPERS)				
	On or before	On or after			
Hire date	December 31, 2012	January 1, 2013			
Benefit formula	2% at 55	2% at 62			
Benefit vesting schedule	5 years of service	5 years of service			
Benefit payments	Monthly for life	Monthly for life			
Retirement age	55	62			
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%			
Required employee contribution rate	7.00%	7.00%			
Required employer contribution rate	18.062%	18.062%			

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Schools is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2019, are presented above and the total Schools contributions were \$583,853.

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NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019

On Behalf Payments

The State of California makes contributions to CalSTRS and CalPERS on behalf of the Schools. These payments consist of State General Fund contributions to CalPERS in the amount of \$148,708 (SB 90 contribution only). Senate Bill 90 (Chapter 33, Statutes of 2019), which was signed by the Governor on June 27, 2019, appropriated for an additional 2018-2019 contribution on behalf of school employers of \$2.2456 billion for CalSTRS and \$904 million for CalPERS.). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, both amounts have been recorded in these financial statements.

Social Security

As established by Federal law, all public sector employees who are not members of their employer's existing retirement system (CalSTRS/CalPERS) must be covered by social security or an alternative plan. The Schools have elected to use the social security as its alternative plan.

NOTE 12 - CONTINGENCIES

The Schools have received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

The Schools are not currently a party to any legal proceedings.

NOTE 13 - OTHER RELATED PARTY TRANSACTIONS

During the year, the Schools had amounts due to and from between each individual school. The balances for these activities as of June 30, 2019, are as follows:

	Amounts
	Due From/(To)
Central office	\$ 665,680
AIPCS	385,537
AIPCS II	(1,722,851)
AIPHS	671,634_
	\$ -

During the year, the Schools paid \$136,352 for oversight fees to Oakland Unified School District.

(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 14 - RENTAL INCOME

Rental income on annual agreements at June 30, 2019, is as follows:

Wells Fargo Bank - ATM	\$ 15,750
AT&T - Cell Towers	23,755
Parking	 3,680
	\$ 43,185

NOTE 15 - SUBSEQUENT EVENTS

The Schools' management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 10, 2019, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.



SUPPLEMENTARY INFORMATION

(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS JUNE 30, 2019

		Pass-Through Entity	
Federal Grantor/Pass-Through	CFDA	Identifying	Federal
Grantor/Program or Cluster Title	Number	Number	Expenditures
U.S. DEPARTMENT OF EDUCATION			
Passed through California Department of Education (CDE):			
Every Student Succeeds Act (ESSA):			
Title I, Part A - Basic Grants Low Income and Neglected	84.010	14329	\$ 327,322
Title II, Part A - Supportive Effective Instruction	84.367	14341	45,060
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	32,325
English Language Acquisition Program:			
Title III - Immigrant Education Program	84.365	15146	2,065
Title III - Limited English Proficient Student Program	84.365	14346	28,307
Total English Language Acquisition Program			30,372
Passed through California School Finance Authority (CSFA):			
State Charter School Facilities Incentive Grant Program	84.282D	[1]	152,617
Total U.S. Department of Education			587,696
U.S. DEPARTMENT OF AGRICULTURE			
Passed through CDE:			
Child Nutrition Cluster:			
National School Lunch Program	10.555	13391	375,877
Total Federal Programs			\$ 963,573

^[1] Pass-Through Entity Identifying Number not available.

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LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE JUNE 30, 2019

ORGANIZATION

The American Indian Model Schools operate three non-profit charter schools: American Indian Public Charter School (Charter Number 0106), American Indian Public Charter School II (Charter Number 0882), and American Indian Public High School (Charter Number 0765). The Schools are operating under a charter granted by the Oakland Unified School District and offer classroom-based instruction for grades K - 12.

GOVERNING BOARD

	<u>MEMBER</u>	<u>OFFICE</u>	TERM EXPIRES
Steven Leung		President	June 2021
Toni Cook		Director	June 2020
Benson Wan		Director	June 2020
Clifford Thomp	oson	Director	June 2020
Christopher Ed	ington	Director	June 2020

ADMINISTRATION

Maya Woods-Cadiz Superintendent

(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE FOR THE YEAR ENDED JUNE 30, 2019

AIPCS		
	Final Report	
	Second Period	Annual
	Report	Report
Regular ADA		
Sixth	56.46	56.26
Seventh and eighth	99.68	99.39
Total Regular ADA	156.14	155.65
Classroom based ADA		
Sixth	56.46	56.26
Seventh and eighth	99.68	99.39
Total Classroom Based ADA	156.14	155.65
AIPCS II		
<u> Mi Ob II</u>	Final Report	
	Second Period	Annual
	Report	Report
Regular ADA		
Kindergarten through third	301.79	301.35
Fourth through sixth	264.89	264.07
Seventh and eighth	204.42	203.32
Total Regular ADA	771.10	768.74
Classroom based ADA		
Kindergarten through third	301.79	301.35
Fourth through sixth	264.89	264.07
Seventh and eighth	204.42	203.32
Total Classroom Based ADA	771.10	768.74
AIDUG		
<u>AIPHS</u>	Final Report	
	Second Period	Annual
	Report	Report
Regular ADA	· · · · · · · · · · · · · · · · · · ·	
Ninth through twelfth	386.83	379.39
Total Regular ADA	386.83	379.39
Classroom based ADA		
Ninth through twelfth	386.83	379.39
Total Classroom Based ADA	386.83	379.39

The Schools do not operate any non-classroom based programs.

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SCHEDULE OF INSTRUCTIONAL TIME FOR THE YEAR ENDED JUNE 30, 2019

AIPCS

	1986-87	2018-19	Number	of Days	
	Minutes	Actual	Traditional	Multitrack	
Grade Level	Requirement	Minutes	Calendar	Calendar	Status
Grade - 6	54,000				
Grade 6	,	66,255	182	N/A	Complied
Grades 7 - 8	54,000				1
Grade 7	,	66,255	182	N/A	Complied
Grade 8		66,255	182	N/A	Complied
AIPCS II					1
AII CS II					
	1986-87	2018-19		of Days	
	Minutes	Actual	Traditional	Multitrack	
Grade Level	Requirement	Minutes	Calendar	Calendar	Status
Kindergarten	36,000	60,795	182	N/A	Complied
Grades 1 - 3	50,400				
Grade 1		55,335	182	N/A	Complied
Grade 2		55,335	182	N/A	Complied
Grade 3		66,255	182	N/A	Complied
Grades 4 - 6	54,000				
Grade 4		66,255	182	N/A	Complied
Grade 5		66,255	182	N/A	Complied
Grade 6		66,255	182	N/A	Complied
Grades 7 - 8	54,000				
Grade 7		66,255	182	N/A	Complied
Grade 8		66,255	182	N/A	Complied
<u>AIPHS</u>					
	1986-87	2018-19	Number	of Days	
	Minutes	Actual	Traditional	Multitrack	
Grade Level	Requirement	Minutes	Calendar	Calendar	Status
Grades 9 - 12	64,800				
Grade 9		66,920	182	N/A	Complied
Grade 10		66,920	182	N/A	Complied
Grade 11		66,920	182	N/A	Complied
Grade 12		66,920	182	N/A	Complied

(A California Nonprofit Public Benefit Corporation)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2019

There were no adjustments to the Unaudited Actual Financial Report, which required reconciliation to the audited financial statements at June 30, 2019.

(A California Nonprofit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION JUNE 30, 2019

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the Schools and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The Schools has not elected to use the ten percent de minimis cost rate as covered in Section 200.414 Indirect (F&A) costs of the Uniform Guidance.

Local Education Agency Organization Structure

This schedule provides information about the schools operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

This schedule presents information on the amount of instructional time offered by the Schools and whether the Schools complied with provisions of *Education Code* Sections 46200 and 46206. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made through the Oakland Unified School District to American Indian Model Schools.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Schools and whether the Schools complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

The Schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.



INDEPENDENT AUDITOR'S REPORTS



INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Governing Board American Indian Model Schools (A California Nonprofit Public Benefit Corporation) Oakland, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of American Indian Model Schools (the Schools) which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, cash flows, and functional expenses for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 10, 2019.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Schools' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of the Schools' internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Schools' financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Schools' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Schools' internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Schools' internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California

Gede Sailly LLP

December 10, 2019



INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Governing Board American Indian Model Schools Oakland, California

Report on Compliance for Each Major Federal Program

We have audited American Indian Model Schools' (the Schools) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of American Indian Model Schools' major Federal programs for the year ended June 30, 2019. American Indian Model Schools' major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the federal statutes, regulations, and the terms and conditions of its Federal awards applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of American Indian Model Schools' major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about American Indian Model Schools' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of American Indian Model Schools' compliance.

Opinion on Each Major Federal Program

In our opinion, American Indian Model Schools complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2019.

Report on Internal Control over Compliance

Management of American Indian Model Schools is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered American Indian Model Schools' internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of American Indian Model Schools' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Rancho Cucamonga, California

Esde Sailly LLP

December 10, 2019



INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board American Indian Model Schools (A California Nonprofit Public Benefit Corporation) Oakland, California

Report on State Compliance

We have audited American Indian Model Schools' (the Schools) compliance with the types of compliance requirements as identified in the 2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting that could have a direct and material effect on each of the Schools' State government programs as noted below for the year ended June 30, 2019.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the Schools' State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the 2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about the Schools' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of the Schools' compliance with those requirements.

Unmodified Opinion

In our opinion, the Schools complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2019.

In connection with the audit referred to above, we selected and tested transactions and records to determine the Schools' compliance with the State laws and regulations applicable to the following items:

	Procedures
	Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	No, see below
District of Choice	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND	
CHARTER SCHOOLS	
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	103
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
	110, 500 0010 11
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Nonclassroom-Based Instruction	No, see below
Annual Instruction Minutes – Classroom Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

The Schools do not operate a before or after school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

The Schools do not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

The Schools do not offer Nonclassroom-Based Instruction; therefore, we did not perform any procedures related to Nonclassroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Nonclassroom-Based Instruction.

The Schools did not receive funding related to the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California

Esde Sailly LLP

December 10, 2019



SCHEDULE OF FINDINGS AND QUESTIONED COSTS

(A California Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITORS RESULTS FOR THE YEAR ENDED JUNE 30, 2019

FINANCIAL STATEMENTS			
Type of auditor's report issued:		Un	modified
Internal control over financial reportir	ng:		
Material weakness identified?			No
Significant deficiency identified?		Nor	ne reported
Noncompliance material to financial s	tatements noted?		No
FEDERAL AWARDS			
Internal control over major Federal pr	ograms:		
Material weakness identified?			No
Significant deficiency identified?		Non	ne reported
Type of auditor's report issued on com	apliance for major Federal programs:	<u>Un</u>	modified
Any audit findings disclosed that are r with Section 200.516(a) of the Uniform	•		No
Identification of major Federal progra	ms:		
<u>CFDA Number</u> 10.555	Name of Federal Program or Cluster Child Nutrition Cluster		
Dollar threshold used to distinguish be Auditee qualified as low-risk auditee?		\$	750,000 Yes
STATE AWARDS Type of auditor's report issued on com	apliance for programs:	Ur	ımodified

(A California Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS FOR THE YEAR ENDED JUNE 30, 2019

(A California Nonprofit Public Benefit Corporation)

FEDERAL STATEMENT FINDINGS FOR THE YEAR ENDED JUNE 30, 2019

(A California Nonprofit Public Benefit Corporation)

STATE AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2019

(A California Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2019

Except as specified in previous sections of this report, summarized below is the current status of all audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

reported in the prior year's senedule of r maings and Questioned costs.
Financial Statement Findings
None reported.

Federal Awards Findings

None reported.

State Awards Findings



February 24, 2020

To the Governing Board of the American Indian Model Schools (A California Nonprofit Public Benefit Corporation) Oakland, California

We have audited American Indian Model Schools (the Schools) compliance with the requirements described in the November 8, 2016 Measure G1 for the year ended June 30, 2019 and have issued our report thereon dated February 24, 2020. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit under Generally Accepted Auditing Standards and Government Auditing Standards

As communicated in our letter dated February 21, 2020, our responsibility, as described by professional standards, is to plan and perform the audit to obtain reasonable assurance about whether the Schools complied with the compliance requirements of the Measure G1 for the fiscal year ending June 30, 2019. Our audit of compliance does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the Schools complied with Measure G1. An audit of compliance in accordance with *Government Auditing Standards* includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the Schools solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and other firms utilized in the engagement, if applicable, have complied with all relevant ethical requirements regarding independence.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the Schools' financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management which are included in the management representation letter dated February 24, 2020.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the Schools, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating conditions affecting the entity, and operating plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the Schools' auditors.

This report is intended solely for the information and use of the Governing Board of the American Indian Model Schools, and management of the Schools and is not intended to be, and should not be, used by anyone other than these specified parties.

Rancho Cucamonga, California

Esde Sailly LLP



Independent Auditor's Report on Compliance and Supplementary Schedules
June 30, 2019

American Indian Model Schools Oakland Unified School District Measure G1 Parcel Tax





Independent Auditor's Report

Governing Board
American Indian Model Schools
(A California Nonprofit Public Benefit Corporation)
Oakland, California

Compliance

We have audited American Indian Model Schools (the Schools) compliance with the requirements described in the November 8, 2016 Measure G1 for the year ended June 30, 2019.

Management's Responsibility

Compliance with the requirements referred to above is the responsibility of American Indian Model Schools management.

Auditor's Responsibility

Our responsibility is to express an opinion on the Schools' compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the Schools November 8, 2016 Measure G1 occurred. An audit includes examining, on a test basis, evidence about the Schools' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Schools' compliance with those requirements.

Opinion

In our opinion, the Schools complied, in all material respects, with the compliance requirements referred to above that are applicable to the November 8, 2016 Measure G1 for the year ended June 30, 2019.

Internal Control Over Compliance

Management of American Indian Model Schools is responsible for establishing and maintaining effective internal control over compliance with the compliance requirements referred to above. In planning and performing our audit, we considered the Schools' internal control over compliance to determine the auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Schools' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses in internal control over compliance. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing. Accordingly, this report is not suitable for any other purpose.

Rancho Cucamonga, California

Esde Saelly LLP

February 24, 2020



Appendix I Summary of Audit Procedures

Objectives of our audit

- Ensure proceeds and expenditures of the parcel tax are fully accounted in the books and records of the Schools.
- Ensure expenditures are in support of allowable uses as per the ballot language, separately with respect to middle school grants, salary for school site educators, and administrative overhead.
- Ensure that middle school grant expenditures agree with the education improvement plans that were approved by the Citizens' Oversight Committee.
- Ensure that expenditures of Measure G1 are only for supplemental activities.

Scope

Schools' expenditures funded by measure G1 during the fiscal year ending June 30, 2019.

Methodology

The following describes the audit procedures and our related findings.

- 1. Obtain parcel tax expenditure detail reports prepared by the Schools and agree amounts to the general ledger.
 - Finding No exceptions were identified from applying this procedure. The Measure G1 accounting records are complete and include all activity during the fiscal year. The summary financial schedules provided in Appendix II reconcile with the Schools' accounting records.
- 2. Review the nature of the expenditures incurred by the school sites, and review source documents as appropriate, to ensure they were within the specific purposes of the ballot language.
 - Finding No exceptions were identified from applying this procedure. We analytically reviewed the entire population of expenditure accounting records to search for transactions outside the scope of allowable expenditures. Individual transactions were selected for additional audit analysis, which includes reviewing source documents such as invoices, contracts, purchase orders, or payroll records. Subjected to the additional audit analysis were 40 individual transactions aggregating \$74,331 or 100% of the total Schools' site level transactions.
- 3. Ascertain if salary increases were used to supply raises to "school site educators," as the term is used in the ballot text.
 - Finding Not applicable as the Schools did not have any salary expenditures for the period.
- 4. Ensure the same percentage increase in salary was applied to all school site educators.
 - Finding Not applicable as the Schools did not have any salary expenditures for the period.

- 5. Verify if the parcel tax is funding supplemental activities by performing the following procedures. Ascertain if funds were used to provide services which were required to be made available by virtue of being a school. Also, perform procedures to ascertain whether the parcel tax funded services that were previously provided with another funding source.
 - Finding No exceptions were identified from applying this procedure.
- 6. Recalculate the 65/35 percent allocation between raises for school site educators and middle school grants.
 - Finding Not applicable as the Schools did not have any salary expenditures for the period.
- 7. Test a sample of expenditures to ensure they were spent following the approved education improvement plans.
 - Finding No exceptions were identified from applying this procedure. We reviewed 40 transactions and verified that they are consistent with the approved plan.
- 8. Examine supporting documentation to validate the amount of Measure G1 Parcel Tax revenues received.
 - Finding No exceptions were identified from applying this procedure.



Appendix II Summary Financial Schedules

Table 1, Allocations and Ending Balances as of and for the year ended June 30, 2019

Site	ryover at une 30, 2018	 2018-19 location	2018-19 Actual xpense	ryover at une 30, 2019
Charter Schools				
American Indian Public Charter Ii	\$ 53,368	\$ 31,435	\$ 51,485	\$ 33,318
American Indian Public Charter School	26,684	21,114	22,846	24,952
Total	\$ 80,052	\$ 52,549	\$ 74,331	\$ 58,270

Notes to Table 1

With respect to charter schools, the "actual" column is reimbursement requests made by the Schools for fiscal year 2018-19.

Appendix xiv: Racial and Ethnic Balance

MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

The Charter School strives to achieve a student population that is reflective of the general population residing with the territorial jurisdiction of OUSD. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. As previously noted, the Charter School shall not discriminate against a pupil on the basis of the characteristics listed in Education Code Section 220. Inclusive recruitment strategies will be implemented throughout our communities to provide Oakland families with the opportunity to participate in the Charter School. The Charter School will work with community organizations, churches, stores, merchant associations, other Bay Area charter schools, and traditional district schools within the Oakland Unified School District boundaries to recruit a student population that reflects the general population residing within the territorial jurisdiction of the school district.

RECRUITING FOR ETHNIC BALANCE

Our recruitment plan includes ongoing community outreach in various languages informing families about an educational alternative for any interested families in Oakland. The Charter School will facilitate presentations and individual interactions with families in other languages as appropriate.

Community outreach and recruitment runs through the Charter School's open enrollment period. Planned outreach strategies will include, but are not limited to:

- Development and distribution of marketing materials in informational materials in a variety of languages, such as English, Spanish and Chinese.
- Presentations and information distribution at community organization meetings and local churches.
- Presentations and information distribution at adult classes, such as those held at the local public libraries, social service agencies, and park and recreation centers.
- Information booths and information distribution at community events, community centers, local businesses, faith-based organizations, grocery stores, and shopping centers.
- Holding Open Houses and informational meetings at the school site (as appropriate).
- Outreach to local television, radio, and print media reporters.
- Advertisements in local newspapers.
- Advertisements in local organization newsletters.
- Advertisements on local radio stations.
- Visit "feeder" schools located within the Charter School community.

ACHIEVING RACIAL AND ETHNIC BALANCE

The Charter School will keep on file documentation of the efforts made to achieve a racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School. In order to accomplish this, the Charter School will continuously track and refine its recruitment efforts and outreach programs and activities through the following or other indicators of effectiveness:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the Charter School. These data will inform the Charter School annual self-evaluation on progress in achieving desired population balance.
- Keep copies of flyers or brochures, applications, and other recruitment materials developed in the primary languages of the families in the surrounding neighborhoods (i.e., English, Spanish, Chinese).
- Establish a database of contacts at various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the Charter School website, and/or sending out press releases to the local media.

The charter school shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Appendix xv: LCAP

Introduction:

LEA: American Indian Public Charter School Contact: Dr. Elston Perry, AIPCS I Head of School, elston.perry@aimschools.org, 510-893-8701

LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Family Advisory Committee:	
September 8, 2015-Family Advisory Committee (FAC) meeting	1. Request for more structured forum for parent
October 6, 2015-Family Advisory Committee (FAC) meeting	engagement impact on Goal 4.
November 10, 2015-Family Advisory Committee (FAC) meeting	
December 8, 2015-Family Advisory Committee (FAC) meeting	2. Request for instruction on technology impact Goals 1
January 5, 2016-Family Advisory Committee (FAC) meeting	and 3. Increasing availability of computers are outlined
February 9, 2016-Family Advisory Committee (FAC) meeting	in Goal 1. Minimum minutes of keyboarding instruction
March 8, 2016 – Family Advisory Committee (FAC) meeting	is outlined in Goal 3.
April 12, 2016-Family Advisory Committee (FAC) meeting	
May 31, 2016-Family Advisory Committee (FAC) meeting	3. Continuation of established services impacts Goal 2.
	Push-in and pull-out services will continue to be provided
	for struggling students. ELL intervention will continue to

English Learner Advisory Committee:	be provided as a service. One hour of after-school
October 6, 2015- English Learner Advisory Committee (ELAC) meeting	tutoring will be provided again as well.
December 8, 2015- English Learner Advisory Committee (ELAC) meeting	
February 9, 2016- English Learner Advisory Committee (ELAC) meeting	4. Request to strengthen the bully prevention program
April 12, 2016- English Learner Advisory Committee (ELAC) meeting	impacts Goal 5.
May 31, 2016-English Learner Advisory Committee (ELAC) meeting	
	5. Requested parent workshops are included into the
	plan to improve family engagement impacting Goals 4
	and 5.

GOAL:	All staff and community partners will collaborate to ensure that all necessary materials and equipment are provided to students within a well-maintained learning environment.			Related State and/or 1_X_ 2_X_ 3 4_ 8 COE only: 9 Local : Specify	5 6 7 -
Identified Need: 1. State adopted common core curriculum. 2. Additional technology in the classrooms, particularly computers. 3. Updated equipment management systems.					
Goal Applies to:	Applies Schools: American Indian Public Charter School I Applicable Pupil All				
	Caogrado.	LCAP Yea	r 1: 2016-17		
Expected Annual 1. Meet or exceed the student to computer ratio of 3 to 1. Measurable 2. Obtain an overall rating of <i>good</i> in school facility good repair status. Outcomes: 3. Establish an inventory of school books and furniture.					
ACTIONS/SARVICAS		Scope of Service	Pupils to be served within id service	entified scope of	Budgeted Expenditures
	ditional Chromebooks to add to e-existing inventory.	School- Wide	_X_ALL OR:Low Income pupilsEnglish L	earners	\$10,000 total at \$250 per Chromebook

			Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
Action: Replace old student desks and purchase additional desks to accommodate new enrollees.		School- Wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$5000.00
Action: Create a school-wide inventory of usable books and school equipment.		School- Wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$1000.00
LCAP Year 2: 2017-18				
		LCAP Yea	ir 2 : 2017-18	
Expected Annual Measurable Outcomes:		tudent to co	mputer ratio of 2 to 1. n school facility good repair status.	
Measurable Outcomes:	Obtain an overall ration	tudent to co	mputer ratio of 2 to 1. n school facility good repair status. tem of school books and furniture.	Budgeted Expenditures
Measurable Outcomes: Action:	Obtain an overall ration Setablish a barcode to the cons/Services onal Chromebooks to add to the constant of the	tudent to co ng of <i>good</i> i racking syst Scope of	mputer ratio of 2 to 1. n school facility good repair status. tem of school books and furniture. Pupils to be served within identified scope of	

			Foster YouthRedesignated fluent English proficientOther Subgroups:	
		I CAP Yes	(Specify)ar 3 : 2018-19	
Expected Annual Measurable Outcomes: 1. Meet or exceed the student to computer ratio of 1.75 to 1. 2. Obtain an overall rating of <i>good</i> in school facility good repair status. 3. Maintain inventory by utilizing new systems for repair, replacement, and new purchases.				
Actions/Ser	vices	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action: Purchase 40 additional Chrand maintain pre-existing ir		School- Wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$10,000 total at \$250 per Chromebook
Action: Replace old student desks additional desks to accommensured enrollees.	-	School- Wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$2000.00
Action: Maintain inventory by utilizing repair, replacement, and new second repair.	•	School- Wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$200.00

GOAL: 2.	Increase rate of students who strengthening proficiency in rarts/literacy.			Related State and/or I 1 2_X_ 3 4 7_X_ 8_ COE only: 9_ Local : Specify	X_ 5 6 _
Identified 1. Additional support for students struggling in core subjects.					
Need :	2. Additional support for				
Goal Applies	School American Indian Pus:	ublic Charter	School		
to:	Applicable Pupil A	ll, English Le	earners		
	Subgroups:				
		LCAP Ye	ar 1 : 2016-17		
Expected Annual Measurable Outcomes:	interim assessment (2. 75% of all students v the Smarter Balance 3. 80% of all students v the Smarter Balance	(based on m will obtain the ed Assessme will obtain the ed Assessme	easurements between fall and easurements between fall and e ALD of "Met Standard" or "Ent in English Language Arts/Le ALD of "Met Standard" or "Ent in Mathematics. 2 full school years at AIPCS	d spring interim asse xceed Standard" as iteracy. xceed Standard" as	essments). dictated by dictated by
А	ctions/Services	Scope of Service	Pupils to be served within in service	dentified scope of	Budgeted Expenditur es
academic suppo additional five h development pe One academic i		School- wide	OR:Low Income pupilsEnglish LFoster YouthRedesignated f proficientOther Subgroups:(Specify)	earners fluent English	(\$54,000 per FTE with benefits,)

grades C- and be provided pull-out twice a week. Service: One hour of tutori to students that a	struggling to pass with low in ELA and/or Math are tutoring services up to ng is provided after school re struggling to pass with low in ELA and/or Math.	School- wide	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Included above Included with certified staffing costs
intermediate over equivalent ELPAC ESL intervention in Service: Students who scoul intermediate over equivalent ELPAC	C ALDs) will be provided instruction after school. ore beginning or early	School- wide	ALL OR:Low Income pupils _X_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Included Above
		LCAP Ye	ear 2 : 2017-18	<u> </u>
Expected Annual Measurable Outcomes: 1. Seventy percent (75%) of students will increase by five percentage points on norm- referenced interim assessment (based on measurements between fall and spring interim assessments). 2. 80% of all students will obtain the ALD of "Met Standard" or "Exceed Standard" as dictated by the Smarter Balanced Assessment in English Language Arts/Literacy. 3. 85% of all students will obtain the ALD of "Met Standard" or "Exceed Standard" as dictated by the Smarter Balanced Assessment in Mathematics. 4. 80% of students who have spent 2 full school years at AIPCS I will meet targets set for AMAO.				
Act	ions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted

			Expenditur es
Action: Recruit 1 intervention teacher/academic support staff Or One academic intervention teacher/academic support staff per 140 students.	School- wide	X_ALL OR: Low Income pupilsEnglish Learners Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	(\$54,000 per FTE with benefits)
Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.	School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Included Above Included with certified staffing costs
Service: Students who score beginning or early intermediate overall on CELDT (or equivalent ELPAC ALDs) will be provided ESL intervention instruction after school. Service: Students who score beginning or early intermediate overall on CELDT (or	School- wide	ALL OR:Low Income pupils _X_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Included Above

<u> </u>	C ALDs) will receive 100 ut service each week.			
		LCAP Ye	ear 3 : 2018-19	
Expected Annual Measurable Outcomes: 1. Eighty percent (80%) of students will increase by five percentage points on norm- referenced interim assessment (based on measurements between fall and spring interim assessments). 2. 85% of all students will obtain the ALD of "Met Standard" or "Exceed Standard" as dictated by the Smarter Balanced Assessment in English Language Arts/Literacy. 3. 90% of all students will obtain the ALD of "Met Standard" or "Exceed Standard" as dictated by the Smarter Balanced Assessment in Mathematics. 4. 85% of students who have spent 2 full school years at AIPCS I will meet targets set for AMAO 1.				
Act	tions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditur es
support staff. Or One academic int	ntion teacher/academic tervention c support staff per 140	School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	(\$54,000 at .5 per FTE with benefits)
grades C- and be provided pull-out twice a week. Service: One hour of tutor to students that a	struggling to pass with slow in ELA and/or Math are tutoring services up to ing is provided after school are struggling to pass with slow in ELA and/or Math.	School- wide	X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	Included Above Included with certified staffing costs

Service: Students who score beginning or early intermediate overall on CELDT (or equivalent ELPAC ALDs) will be provided	School- wide	ALL OR:Low Income pupils _X_English LearnersFoster YouthRedesignated fluent English	Included Above
ESL intervention instruction after school. Service		proficientOther Subgroups: (Specify)	
Students who score beginning or early intermediate overall on CELDT (or equivalent ELPAC ALDs) will receive 100 minutes of pull-out service each week.			

GOAL: 3.	Generate college readiness through integration of the arts and technology into courses.	Related State and/or Local Priorities: 1 2_X_ 3 4_X_ 5 6 7_X_ 8_X COE only: 9 10 Local : Specify				
Identified	Students require coursework in order to prepare them for the	e "f" and "g" requirements				
Need:	associated with the UC system.					
	School American Indian Public Charter School I					
Goal Applies	s:					
to:	Applicable Pupil All					
	Subgroups:					
	LCAP Year 1 : 2016-17	-				
Expected	1. 100% of middle school teachers will submit a scope and se	equence associated with "f" and "g"				
Annual	requirements for the 2016-2017 school year.					
2. 100% of middle school students will be enrolled in elective courses.						

Measurable Outcomes:	3. 80% of student will m Writing Standards.	neet typing s	standards specific to grade as outlined in the CC	Production of
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditur es
profession "f" and "g" sequence.	nool teachers will receive al development in building course scope and will facilitate courses.	School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Included with certified staffing costs.
Actions: 1. Teachers will hold keyboarding classes for a minimum of 30 minutes per week.		School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$25,000 (at \$250 per Chromebo ok; repeated from Goal #1)
		LCAP Ye	ear 2 : 2017-18	
Expected Annual Measurable Outcomes:	course project per se	mester for t	vill support elementary teachers in creating one "fathe 2017-2018 school year. Standards specific to grade as outlined in the CC	
Act	tions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditur es
profession "f" and "g" sequence.	nool teachers will receive al development in building course scope and will facilitate courses.	School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Included with certified staffing costs.

Actions: Teachers will hold keyboarding classes for a minimum of 30 minutes per week.	School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$25,000 (at \$250 per Chromebo ok; repeated from Goal #1)
· · · · · · · · · · · · · · · · · · ·	l teachers v	ear 3: 2018-19 will support elementary teachers in creating one "f the 2017-2018 school year.	" and "g"
Measurable 2. 90% of student will m Outcomes: Writing Standards.	neet typing :	standards specific to grade as outlined in the CC	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditur es
Actions: 1. Teachers will receive professional development in building "f" and "g" course (or project) scope and sequence. 2. Middle school teachers will facilitate courses.	School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Included in certified and classified personnel costs.
Actions: 1. Middle school teachers will provide a minimum of 30 minutes of computer intervention per week to students who do not meet CC production of writing standards.	School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	\$25,000 (at \$250 per Chromebo ok; repeated from Goal #1)

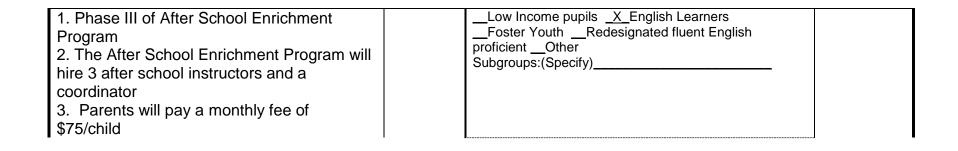
GOAL: 4.	Promote family engagement systems and events.	through crea	ating parent involvement	State and/or Loca 3_X	6 7
Identified Need :	 Improve overall family Organized systems to Reduce chronic abser Implement an after-sc School American Indian Po 	encourage nteeism. hool prograr	familial involvement. n		
Goal Applies to:	S: Applicable Pupil Subgroups:	II, Low Incor	ne Pupils, English Language Learners		
			ar 1 : 2016-17		
Expected Annual Measurable Outcomes:	the AIPCS I communate the AIPCS I communite	nity with chro lies positivel ying. lies participa	daily attendance (specifically among de onic absenteeism). y rate their ability to provide input in the te in at least one committee per semes chool Enrichment Program.	eir child's educ	
A	ctions/Services	Scope of Service	Pupils to be served within identified service	COMPANI	udgeted kpenditur es
Services: 1. Recruit a coordinator.	nd hire 1 parent involvement	School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent Engli proficientOther Subgroups:(Specify)	pe FT	27,000 r 0.5 E)
Services:		School-	_X_ALL		

 Mandatory teacher-parent conference and orientation during summer or at beginning of the school year. Student Success Team (SST) formed to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, and administrators. Regular correspondence through social media platforms, newsletters, emails, <i>Let's Chat</i> platform, detentionslips, and progress reports to encourage frequent communication between faculty and families. Powerschool Access is provided to families to view student academic/behavioral progress. SARB - Student Attendance Review Board, reviews truancy cases and providing support/accountability to families regarding attendance. 	wide	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Included in certified and classified personnel costs.
Services/Actions:	School-	<u>X</u> ALL	\$2,000
 FAC - Family Advisory Committee meets once a month to provide general support and voice to all families. SSC - School Site Council meets to provide input in school's planning, including SSD's. ELAC - English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families. 	wide	OR:Low Income pupils _X_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	(\$200 allotted per monthly meeting)
Services/Actions:	School-	_X_ALL	\$20,000

 Phase I of After School Enrichment Program The After School Enrichment Program will hire 1 after school instructors Parents will pay a monthly fee of 	wide	OR: _Low Income pupils _X_English Learners _Foster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	
\$75/child	_		
		ear 2: 2017-18	
Measurable annual school survey	ies positivel ving.	e daily attendance. y rate their ability to provide input in their child's e School Enrichment Program.	ducation on
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditur es
Services: 1. SARB - Student Attendance Review Board, reviews truancy cases and providing support/accountability to families regarding attendance.	wide -	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Included in certified and classified personnel costs.
Services: 1. Mandatory teacher-parent conference at beginning of the school year. 2. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, and administrators. 3. Regular correspondence through memo's, Let's Chat platform, detention slips, and progress reports to encourage frequent communication between faculty and families.	School- wide	X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Expenditur es embedded into annual personnel costs.

Services/Actions:	avioral progress. ily Advisory Committee	School- wide	X_ALL OR:	\$2,000 (\$200
meets once a support and vo 2. SSC - Scho provide input in including SSD 3. ELAC - Eng Committee me	month to provide general pice to all families. The color of school's planning, and its school's planning planni	wide	Low Income pupils _X_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	allotted per monthly meeting)
Program		School- wide	_X_ALL OR:Low Income pupils _X_English LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$37,500
		LCAP Ye	ear 3: 2018-19	_
Expected Annual Measurable Outcomes:	annual school surve	lies positivel ying.	daily attendance. ly rate their ability to provide input in their child's e School Enrichment Program	education on
	ons/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditur es
Services: 1. SARB - Stu	Services: 1. SARB - Student Attendance Review		_X_ALL OR:	Expenditur es
Board, reviews	s truancy cases and		Low Income pupilsEnglish Learners	embedded into

providing support/accountability to families regarding attendance.		Foster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	administrati ve personnel costs.
Services: 1. Mandatory teacher-parent conference at beginning of the school year. 2. Student Success Team (SST) formed to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, and administrators. 3. Regular correspondence through memo's, Let's Talk platform, detention slips, and progress reports to encourage frequent communication between faculty and families. 4. Powerschool Access is provided to families to view student academic/behavioral progress.	School- wide	X_ALL OR: _Low Income pupilsEnglish Learners _Foster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	Expenditur es embedded into annual personnel costs.
Services/Actions: 1. FAC - Family Advisory Committee meets once a month to provide general support and voice to all families. 2. SSC - School Site Council meets to provide input in school's planning, including SSD's. 3. ELAC - English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families.	School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	\$2,000 (\$200 allotted per monthly meeting)
Services/Actions:	School- wide	X_ALL OR:	\$47,500



	Improve school climate by promoting physical safety, emotional			Related State and/or L 1 2 3 4 5 8 COE only: 9_ Local : Specify	6 <u>_X</u> _7	
Identified Need: Increase sense of safety on campus and improve overall well-being of students/faculty.						
Goal Applies	School s:	American Indian P	ublic Charter	School I		
to:	Applicabl Subgroup		All .			
		-	LCAP Ye	ar 1: 2015-16		
Expected Annual Measurable Outcomes:	2. <i>A</i> 3. <i>A</i>	school surveying. Aim for a suspensio	n rate of less tudents, facu	Ilty, and guardians positively rather than 2.5% students and expulity, and guardians can identify of surveying.	ulsion rate of less that	an 0.001%.
A	ctions/Ser	vices	Scope of Service	Pupils to be served within in service	dentified scope of	Budgeted Expenditur es
Actions/Services	s:		School-	_X_ALL		

Active Student Wellness Common (consisting of teachers) to recept professional development and practices for addressing bullying social-emotional learning, and Wellness Committee to implement practices.	research best ng, student expulsion.	wide	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$600 for three 1 hour sessions with restorative justice consultants
Actions/Services: Research and adopt programs differences between bullying a conflict		School- wide	X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	\$2,000 for bi-annual workshops including all staff
Actions/Services: Streamlined SST practices, purposesses for faculty/families, inclusion of mediation services Dean of Schools.	and SST	School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Included in certified and classified personnel costs.
		LCAP Ye	ear 2 : 2016-17	
Expected school school 2. Aim for Measurable 3. At least	ol surveying. for a suspension	rate of less	ulty, and guardians positively rate school safety of s than 2% students and expulsion rate of less that ulty, and guardians can identify the conditions and	n 0.001%.
Actions/Services	3	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditur es
Actions/Services:		School-	_X_ALL	

Active Student Wellness Committee (consisting of teachers) to build upon professional development and research best practices for addressing bullying, student social-emotional learning, and expulsion. Wellness Committee to begin to create student leadership structures to implement these practices.	wide	OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Included in certified and classified personnel costs.
Actions/Services: Continue with program (or select a more optimal program) targeting differences between bullying and general conflict (potential programs: Action Work, Stand Up to Bullying, Learning for Life)	School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Estimated: \$2,000 for bi-annual workshops including all staff
Actions/Services: Administration continues to facilitate SST practices, and trains teachers and families in mediation best practices.	School- wide	X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups:(Specify)	Included in certified and classified personnel costs.
	LCAP Ye	ar 3 : 2017-18	1
Annual school surveying. Air less than 0.0005%.	n for a susp udents, facu	lty, and guardians positively rate school safety or ension rate of less than 1.8% students and expul lty, and guardians can identify the conditions and bl surveying.	sion rate of
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditur es
Actions/Services: Active Student Wellness Committee (consisting of teachers) to build upon professional development and research best	School- wide	_X_ALL OR:Low Income pupilsEnglish Learners	Included in certified and classified

practices for addressing bullying, student social-emotional learning, and expulsion. Student leadership to begin setting their own goals to implement these practices.		Foster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	personnel costs.
Actions/Services: Implement best practices from selected program, and build site-specific content into program. (potential programs: Action Work, Stand Up to Bullying, Learning for Life)	School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	Estimated: \$2,000 for bi-annual workshops including all staff
Actions/Services: Administration continues to facilitate SST practices, and trains teachers and families in mediation best practices.	School- wide	_X_ALL OR:Low Income pupilsEnglish LearnersFoster YouthRedesignated fluent English proficientOther Subgroups: (Specify)	Included in certified and classified personnel costs.

LCAP Year X 2017–18	2018–19	2019-20
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Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

510.893.8701 ext - 16

LEA Name

American Indian Public Charter School

Contact Name and Title

Maya Woods-Cadiz, Superintendent

Email and Phone

Maya.woods-Cadiz@aimschools.org

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

American Indian Public Charter School is located in downtown Oakland. We serve 150 students. The community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

AIMS Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AIMS Credo

The Family: We are a family at AIM Schools.

The Goal: We are always working for academic and social excellence. The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will always be a part of the AIM

Schools family.

AIMS Values

At AIMS we value:

Excellence - Commitment to excellence in all that we do

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable

Empathy - Recognition of dignity and worth of every human being

Family and Community - Building of family and community

Citizenship - Social awareness and justice that leads to action

Legacy - The continued preservation and development of AIMS methodologies for 21 st century learners and educators.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The LCAP serves as the school's annual work plan.

Key themes that are evident throughout the 2017-18 LCAP include:

- Whole Child Knowing
- Shared Responsibility
- Capacity Building
- Student Centered Approach
- Equity and Access
- Building Community
- Focus on student goals
- Family and Community Engagement, to reflect enhanced services that support all LCAP Goals

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS Our greatest needs have been our English Learners and students who are new to the district. When a student first comes to our school we provide the proper tools to support these students to ensure that they are performing at grade level.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS Our greatest needs have been our English Learners and students who are new to the district. When a student first comes to our school we provide the proper tools to support these students to ensure that they are performing at grade level.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

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

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

AIPCS has made allocations to fund an ELD program including an ELD Academic Coordinator and supporting intervention staff. AIPCS is funding an academic coordinator whose sole purpose is to provide academic advising and college readiness for our 6th—8th students. Students with learning differences are valued members of the AIMS family. AIPCS II will fund a LCSW to provide socio-emotional services to our students in need.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,617,498.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$341,738.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Certificated and classified salaries and benefits, and services and other operating expenses comprise of the bulk of the general fund budget expenditures.

\$1,019,603.00 Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All staff and community partners will collaborate to ensure that all necessary materials and equipment are provided to students within a well-maintained learning environment.

State and/or Local Priorities Addressed by this goal:

ANNUAL MEASURABLE OUTCOMES

EXPECTED ACTUAL

- 1. Meet or exceed the student to computer ratio of 3 to 1.
- 2. Obtain an overall rating of good in school facility good repair status.
- 3. Establish an inventory of school books and furniture

- 1. Our current computer to student ratio is 3 to 1
- 2. In January 2017, our school's facility repair status was graded as "good"
- 3. We initiated and implemented an inventory for school books and furniture.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1.1

Actions/Services

PLANNED

Purchase 40 additional Chromebooks to add to and maintain pre-existing inventory.

ACTUAL

Purchase 40 additional Chromebooks along with two computer carts to add to and maintain pre-existing inventory.

Expenditures	BUDGETED \$25,000	ESTIMATED ACTUAL \$9,752.39
Action	1.2	
Actions/Services	PLANNED Replace old student desks and purchase additional desks to accommodate new enrollees.	ACTUAL We did not purchase additional desks, we had enough for the school year.
Expenditures	BUDGETED \$5,000	*STIMATED ACTUAL \$0.00
Action 1	1.3	
Actions/Services	PLANNED Create a school-wide inventory of usable books and school equipment.	ACTUAL We have a created a school wide inventory of usable books and school equipment.
Expenditures	\$1000.00	ESTIMATED ACTUAL \$1000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The goal was successfully achieved. We were able to purchase the chromebooks, used them to support the other chromebooks in use. We gathered the information in the inventory.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The school and community partners contributed to the success of the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year we were unable to make the purchase for all budgeted chromebooks and desks. We only purchased 80 chromebooks because we purchase class sets of chromebooks in multiples of 40. We did not purchase students desk because we did not meet the projected student enrollment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have significantly changed this goal to reflect current school needs. The new LCAP goal can be found under Goal 3 of the 2017-18 LCAP.

Goal 2

Increase rate of students who are on track for college readiness through strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities Addressed by this goal:

STATE	□ 1	X 2	□ 3	X 4	□ 5	□ 6	X 7	□ 8
COE	□ 9	□ 10	C					
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED ACTUAL

- 1. Seventy percent (70%) of students will increase by five percentage points on norm-referenced interim assessment (based on measurements between fall and spring interim assessments).
- 2. 75% of all students will obtain the ALD of "Met Standard" or "Exceed Standard" as dictated by the Smarter Balanced Assessment in English Language Arts/Literacy.
- 3. 80% of all students will obtain the ALD of "Met Standard" or "Exceed Standard" as dictated by the Smarter Balanced Assessment in Mathematics.
- 4. 75% of students who have spent 2 full school years at AIPCS II will meet targets set for AMAO 1.

- Based on the benchmarks results, students did increase by five or more points overall.
- For this year 50% of all students obtained "Met Standard" or "Exceed Standard" as dictated by the Smarter Balanced Assessment in English Language Arts/Literacy. Standard was not met, however obtainable realistic goals have been created.
- 70% all students obtained the ALD of "Met Standard" or "Exceed Standard" as
 dictated by the Smarter Balanced Assessment in Mathematics.
 Standard was not met, however obtainable realistic goals have been created.

Based on CELDT results the majority of EL students met target.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

2.1

PLANNED

Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional

ACTUAL

Intervention and academic support staff did receive 5 hours of professional development per semester.

		development per semester.	
		One academic intervention teacher/academic support staff per	
		One academic intervention teacher/academic support staff per 140 students.	One academic intervention/academic support staff was provided per
		1 10 000000000	140 students.
		DUDGETED	ECTIMATED ACTUAL
Expenditures		BUDGETED 654 000 vs PTE idl bas 64	ESTIMATED ACTUAL
Expenditures		\$54,000 per FTE with benefits	
Action	2.2		
		PLANNED	ACTUAL
		Students that are struggling to pass with grades C- and below	Students were provided pull-out services in addition to tutoring
		in ELA and/or Math are provided pull-out tutoring services up to twice a week.	services twice a week.
Actions/Services		to three a meek.	
7 tetions/ get vices		One hour of tutoring is provided after school to students that	
		are struggling to pass with grades C- and below in ELA and/or Math.	Students with a C- or below were provided after school tutoring by
		Maui.	homeroom teacher for one hour four times a week.
		BUDGETED See 2.1	ESTIMATED ACTUAL
Expenditures		See 2.1	
Action	2.3		
		PLANNED Service: Students who score beginning or early intermediate	ACTUAL
		overall on CELDT (or equivalent ELPAC ALDs) will be	ELL students were provided pull-out intervention services in addition to
		provided ESL intervention instruction after school.	daily after school tutoring three times a week.
Actions/Services			
		Service: Students who score beginning or early intermediate overall on CELDT (or equivalent ELPAC ALDs) will receive	
		100 minutes of pull-out service each week.	

ESTIMATED ACTUAL

See 2.1

BUDGETED

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall school sites had difficulty with meeting planned goals set for meeting Smarter Balanced Assessment. The predicted percentage was too high and needed to be adjusted.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of the actions/services for this goal suggest beginning or mixed success. On the Smarter Balanced Mathematics assessment, we are still performing well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent everything that we allocated for, the only discrepancy is that an exact amount for intervention aid salary was not calculated in the LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have made some modifications to this goal. We have added additional actions/services. The LCAP goal can be found under goal 3.

Goal 3

Generate college readiness through integration of the arts and technology into courses.

State and/or	Local	Priorities	Addressed	by '	this	goal	:
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STATE	□ 1	X 2 🔲 3	3 X4	□ 5	□ 6	X 7	X 8			
COE	□ 9	□ 10								
LOCAL										

ANNUAL MEASURABLE OUTCOMES

EXPECTED ACTUAL

- 1. 100% of middle school teachers will submit a scope and sequence associated with "f" and "g" requirements for the 2016-2017 school year.
- 2. 100% of middle school students will be enrolled in elective courses.
- 3. 80% of student will meet typing standards specific to grade as outlined in the CC Production of Writing Standards.

- 1. Middle school teachers did submit and teach a scope and sequence associated with "f" and "g" requirements.
- 2. 100% of middle school students were enrolled in elective courses that comprised of music, art, theatre.
- 3. School site did not administer a specific keyboarding assessment.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

3.1

Actions/Services

PLANNED

- 1. Middle school teachers will receive professional development in building "f" and "g" course scope and sequence.
- 2. Teachers will facilitate courses.

ACTUAL

- 1. Middle school teachers did receive professional development in building "f" and "g" course scope and sequence.
- 2. Middle school teachers facilitated courses.

Expenditures	Included with certified staffing costs	ESTIMATED ACTUAL Included with certified staffing costs
Action 3.2		
Actions/Services	1. Teachers will hold keyboarding classes for a minimum of 30 minutes per week.	1. Teachers did hold keyboarding classes for a minimum of 30 minutes per week.
T	BUDGETED	ESTIMATED ACTUAL
Expenditures	\$10,000 (repeated from goal #1)	See goal #1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This was the first-year electives were offered for our middle school students which allowed for students to have additional enrichment outlets. 100% of our middle school students were enrolled in an elective class. The teachers individually built and carried out the curriculum.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goal was very effective because it gave our middle school students an opportunity to experience art, theater, music and other performing arts and technology classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent everything that we allocated for. The only discrepancy is that an exact amount teacher salary was not calculated in the LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have made some modifications to this goal. We have added additional actions/services. The LCAP goal can be found under Goal 1 of the 2017-18 LCAP.

Goal 4

Promote family engagement through creating parent involvement systems and events.

State and/or Local Priorities Addressed by this goal:

ANNUAL MEASURABLE OUTCOMES

EXPECTED ACTUAL

- 1. Meet or exceed a 97% average daily attendance (specifically among demographics specific to the AIPCS I community with chronic absenteeism).
- 2. At least 80% of families positively rate their ability to provide input in their child's education on annual school surveying.
- 3. At least 20% of families participate in at least one committee per semester.
- 4. Implement Phase I of the After School Enrichment

- 1. This goal was exceeded. AIPCS ADA was 98.33%.
- 2. At lease 83.52% of families positively rated their ability to provide input in their child's education on annual school survey.
- 3. During the school year, we were unable to track parent participation.
- 4. Phase I of the after-school program was carried out successfully.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

4.1

Actions/Services

Expenditures

PLANNED

1. Recruit and hire 2 parent involvement coordinators.

ACTUAL

One full time

One full time parent coordinator was recruited for the school

BUDGETED

\$27,000 per 0.5 FTE

ESTIMATED ACTUAL

\$6,000.00

Action

Actions/Services

Expenditures

Action

PLANNED

Services:

- 1. Mandatory teacher-parent conference and orientation during summer or at beginning of the school year.
- 2. Student Success Team (SST) formed to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, and administrators.
- 3. Regular correspondence through social media platforms, newsletters, emails, Let's Chat platform, detention slips, and progress reports to encourage frequent communication between faculty and families.
- 4. Powerschool Access is provided to families to view student academic/behavioral progress.
- 5. SARB Student Attendance Review Board, reviews truancy cases and providing support/accountability to families regarding attendance.

ACTUAL

- 1. Per our charter All teachers must have a teacher-parent conference and orientation during the summer or at the beginning of the school year.
- Student Success Team (SST) were created to provide support for individual students.
- Regular correspondence through social media platforms, newsletters, emails, Let's Chat platform, detention slips, and progress reports to encourage frequent communication between faculty and families.
- 4. Powerschool Access was provided to families to view student academic/behavioral progress.
- 5. SARB Student Attendance Review Board, reviews truancy cases and providing support/accountability to families regarding attendance.

BUDGETED

Included in certified and classified personnel

ParentSquare -

Newsletters and social media -

ESTIMATED ACTUAL

Included in certified and classified personnel

ParentSquare - \$500.00

Newsletters and social media - \$500.00

Actions/Services	 Services/Actions: 1. FAC - Family Advisory Committee meets once a month to provide general support and voice to all families. SSC - School Site Council meets to provide input in school's planning, including SSD's. ELAC - English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families. 	 ACTUAL Services/Actions: 1. FAC - Family Advisory Committee meets once a month to provide general support and voice to all families. SSC - School Site Council meets to provide input in school's planning, including SSD's. ELAC - English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families.
Expenditures	\$2,000 (\$200 allotted per monthly meeting)	\$2,000 (\$200 allotted per monthly meeting)
Action 4.4		
	PLANNED 1. Phase I of After School Enrichment Program	ACTUAL 1. Phase I of Afterschool program occurred
Actions/Services	2. The After-School Enrichment Program will hire 4 after school instructors	2. 4 Instructors were hired for afterschool program
	3. Parents will pay a monthly fee of \$50/child	3. Families paid
	BUDGETED	ESTIMATED ACTUAL
Expenditures	\$20,000	\$20,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This goal was successfully met for the most part. The parents had a strong voice in the creation of this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goal was very effective because it gave our parents insight into our school. The parent coordinator was able to increase parent participation and community involvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent everything that we allocated for. The only discrepancy is that an exact amount teacher salary was not calculated in the LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have made some modifications to this goal. We have added additional actions/services. The LCAP goal can be found under Goal 5 of the 2017-18 LCAP.

Goal 5

Improve school climate by promoting physical safety, emotional safety, and exercising restorative practices.

State and/or Local Priorities Addressed by this goal:

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1. At least 75% of all students, faculty, and guardians positively rate school safety on annual school surveying.
- 2. Aim suspension rate of less than 2.5% students and expulsion rate of less than 0.001%.
- 3. At least 75% of all students, faculty, and guardians can identify the conditions and protocol for arranging SSTs on annual school surveying.

- ACTUAL
- 1. 87.27% of all students, faculty, and guardians positively rate school safety on annual school surveying.
- 2. AIMS for a suspension rate is less than 2.5% and suspension rate was less than .6%
- 3. At least 77.65% of all students, faculty, and guardians can identify the conditions and protocol for arranging SSTs on annual school surveying.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

5.1

Actions/Services

PLANNED

Active Student Wellness Committee (consisting of teachers) to receive professional development and research best practices for addressing bullying, student social-emotional learning, and expulsion. Wellness Committee to implement these practices.

ACTUAL

Active Student Wellness Committee (consisting of teachers) to receive professional development and research best practices for addressing bullying, student social-emotional learning, and expulsion. Wellness Committee to implement these practices.

Expenditures	\$600 for three 1 hour session with restorative justice consultants	\$600 for 1 hour session with restorative justice consultants.
Action 5.2	2	
Actions/Services	Research and adopt programs to define differences between bullying and general conflict (potential programs: Action Work, Stand Up to Bullying, Learning for Life)	Research was conducted and teachers received professional development on restorative justice. The program that the school would adopt would be restorative justice. Student Government Association held an anti-bullying campaign during the spring.
Expenditures	\$1000.00 for bi-annual workshops including all staff	ESTIMATED ACTUAL Anti-bullying campaign, Gardening \$80 Supplies for students cleaning community, Restorative Justice Saturday School Staff, Restorative Justice - CCSA
Action 5.3		
Actions/Services	PLANNED Streamlined SST practices, publicize SST processes for faculty/families, and SST inclusion of mediation services offered by Dean of Schools.	ACTUAL
Expenditures	BUDGETED Included in certified and classified personnel costs	ESTIMATED ACTUAL

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	This goal was successfully met. Teachers were trained in restorative justice practices. The staff, student, parents rated that they felt safe at school.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Implementation of monthly Restorative Justice Saturday meetings were held for all students with disciplinary concerns. Collaboration within the community for students to be able to provide much needed services to the community.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We spent everything that we allocated for. The only discrepancy is that an exact amount certified and classified personnel was not calculated in the LCAP.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We have significantly changed this goal to reflect current school needs. The new LCAP goal can be found under Goal 2 of the 2017-18 LCAP.

Stakeholder Engagement

LCAP Year	□ 2017–18 □ 2018–19 □ 2019–20	
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INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA	consult as part of the pla	anning process for this LC	AP/Annual Review and Analysis?
	endations that were inc	luded within this year's	vear. Teachers provided feedback to AIPCS administrators. Teacher input a LCAP. Additional parent and student feedback opportunities were provided as via parent and student surveys.
IMPACT ON LCAP AND ANNUAL UP	DATE		
How did these consultations impact the L	CAP for the upcoming y	vear?	
			s from last year's LCAP and work to improve the campus conditions that ELL and academic support, as well as a behavioral and emotional counselor.
Goals, Actions, & Services			
Strategic Planning Details and Accountability			
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.			
	X New	Modified	Unchanged
Closing the Achievement Gap with High Expectations for All - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.			

State and/or Local Priorities Addressed by this goal:	STATE 1 2 3 X 4 5 6 7 X 8
	COE
	LOCAL

Identified Need

Numerous metrics indicate a need to close the achievement gap for all underperforming student groups and ensure that all students are achieving. School data indicate that persistent gaps exist among student groups.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Reclassification rates	15%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs making at least one year's Progress in learning English	50%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs achieving Proficiency in English	<5 yrs cohort: 26% 5+ yrs cohort: 45%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	ELA: 52% Math: 72%	ELA: 54% Math: 74%	ELA: 56% Math: 76%
Middle school dropout rate (Grade 8)	0.01%	0.01%	0.01%	0.01%
Early Benchmark Assessment Program Result- evaluation of student performance growth from 2 st benchmark result to 3 rd benchmark result	ELA: 4% Math: 5%	ELA: 5% Math: 6%	ELA: 6% Math: 7%	ELA: 7% Math: 7%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Actio	n 1.1								
For Act	tions/Services not inc	luded as contributing to	meeting the Increased or Impr	oved Services Requiremen	ıt:				
	Students to be Served	X All Students w	ith Disabilities [Specific S	tudent Group(s)]					
	Location(s) X All schools								
			OF	2					
For Act	tions/Services include	ed as contributing to mee	ting the Increased or Improve	d Services Requirement:					
	Students to be Served	☐ English Learners	☐ Foster Youth ☐ Low In	ncome					
	Scope of	Services LEA-wide	Schoolwide OR	Limited to Unduplicate	d Student Group(s)				
	Location(s)	☐ All schools ☐ S _I	pecific Schools:	Specific Grade s	pans:	_			
ACTIO	NS/SERVICES								
2017-18	1		2018-19		2019-20				
X New	☐ Modified ☐ Un	changed	☐ New ☐ Modified ☐ U	Inchanged	☐ New ☐ Modified	Unchanged			
1.	monitor progress, and of the plans at the end data will be accessible	s, set goals with students, evaluate the effectiveness of the year. Relevant and readily available for ing plans, setting goals,							
2.	Central office staff will school staff to design s systems that promote a continuous improvement	site-based assessments a culture of revision and							
3.	Develop, monitor and provides real time data dashboards	refine information that a, reporting and							

BUDGETED I	<u>EXPENDITURES</u>							
2017-18		2018-19	2019-20					
Amount	\$1,600.00	Amount	Amount					
Source	LCFF	Source		Source				
Budget Reference	8011	Budget Reference		Budget Reference				
	Action 1.2 For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:							
				11.				
Studen	Students to be Served All Students with Disabilities [Specific Student Group(s)]							
Location(s) All schools Specific Schools: Specific Grade spans:								
			OR					
For Actions/S	Services included as contributing to mee	ting the Increas	sed or Improved Services Requirement:					
<u>Stude</u> ı	nts to be Served	☐ Foster Youth	Low Income					
	Scope of Services LEA-wide	Schoolw	ide OR Limited to Unduplicate	ed Student Grou	ıp(s)			
	Location(s) All schools S _I	pecific Schools:_	Specific Grade s	spans:		_		
ACTIONS/SE	RVICES							
2017-18		2018-19		2019-20				
X New \[\subseteq \text{N}	Modified Unchanged	□ New □	Modified Unchanged	☐ New ☐	Modified	Unchanged		
Supp	s, ELD coordinator, English Learner ort Teachers, classroom teachers will nue to analyze and discuss student progress Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and							

•	reclassified stDetermine the needs of ELs	e short and longer term				
•	accelerate lan	ecific actions designed to aguage acquisition and English Learners (ELs)				
BUDGETED 1	EXPENDITURE	<u>S</u>				
2017-18			2018-19		2019-20	
Amount	\$33,000.00		Amount		Amount	
Source	Title III/LCFF		Source		Source	
Budget Reference	8293, 8011		Budget Reference		Budget Reference	
Action 1	3					
For Actions/S	Services not inc	luded as contributing to 1	neeting the Inc	reased or Improved Services Requiren	ent:	
Stude	nts to be Served	All Students v	vith Disabilities	Specific Student Group(s)		
	Location(s)	All schools S _I	pecific Schools:_	Specific Grad	e spans:	
				OR		
For Actions/S	Services include	ed as contributing to mee	ting the Increas	sed or Improved Services Requirement		
Studer	nts to be Served	English Learners	☐ Foster Youth	Low Income		
	Scope of	Services LEA-wide	Schoolw	ide OR Limited to Unduplic	ated Student Group(s)	
	Location(s)	All schools S _I	ecific Schools:_	Specific Grac	e spans:	
ACTIONS/SE	RVICES					
2017-18			2018-19		2019-20	
□ New □	Modified U	nchanged	□ New □	Modified Unchanged	☐ New ☐ Modifi	ed Unchanged

staff and imple professional de intervention te students. Service: Students that a below in ELA services up to tutoring is prostruggling to p and/or Math. Hire 4 addition school activitie available for p services.	ement an addition evelopment per seacher/academic seacher/academic seacher/academic seacher/academic seacher/academic seacher/academic seacher/academic seacher struggling to per and/or Math are twice a week. Seavided after school cass with grades Contact seacher	cases with grades C- and provided pull-out tutoring rvice: One hour of 1 to students that are C- and below in ELA rvise lunch and after see intervention aides opment/additional						
BUDGETED EXPENDITURES 2017-18			2018-19		2019-20			
Amount	\$70,200.00		Amount		Amount			
Source	Title I, Title II	. LCFF	Source		Source			
Budget Reference	8292, 8011, 8291		Budget Reference		Budget Reference			
Action 1.4								
For Actions/S	For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:							
Students to be Served All Students wi			with Disabilities	[Specific Student Group(s)]				
	<u>Location(s)</u>	All schools S	pecific Schools:_	Specific Grade s	spans:			
	OR							
For Actions/S	Services include	ed as contributing to mee	ting the Increas	ed or Improved Services Requirement:				

Studer	nts to be Served [Englis	h Learners	Foster You	th	Lo	w Incon	me						
	Scope of So	ervices	LEA-wide	School	Schoolwide OR Limited to Unduplicated Student Group(s)									
	Location(s) [All scl	hools	ecific Schools:	.			_ Specific	Grade s	spans:				
ACTIONS/SE	RVICES													
2017-18				2018-19						2019-20				
X New Modified Unchanged			☐ New ☐ Modified ☐ Unchanged			☐ New	Modified	Unchar	nged					
All students will receive academic advising and assistance with college readiness.														
BUDGETED	EXPENDITURES													
2017-18				2018-19						2019-20				
Amount	\$12,753.00			Amount						Amount				
Source	LCFF			Source						Source				
Budget Reference	8011			Budget Reference						Budget Reference				

Goals, Actions, & Services

Strategic Planning Details and Accountability

Comr	lete a conv	of the	following	table for	each of the	ELEA's goa	als. Duplicate	the table as needed.

	X New	Modified	Unchanged					
Goal 2	maintained facilities and j	Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Whole Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.						
State and/or Local Priorities	Addressed by this goal:	STATE X1 □ 2 □ 3	□ 4 X 5 X 6 □ 7 □ 8					
		COE ☐ 9 ☐ 10						
		LOCAL						
Identified Need								

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Attendance Rate	97% ADA	97.3% ADA	97.6%	97.9%
School Climate Survey – Safety	Student Survey: 81.6% Family Survey: 92.94%	Student Survey: 83.1% Family Survey: 93%	Student Survey: 84.1% Family Survey: 93.2%	Student Survey: 85.1% Family Survey: 93.4%
School Climate Survey: High Expectations	Family Survey: 82.35%	Family Survey: 83.1%	Family Survey: 84.1%	Family Survey: 85.1%
School Climate Survey: Caring Relationships	Student Survey: 79.31%	Student Survey: 80%	Student Survey: 81%	Student Survey: 82%
Facilities Inspection Tool (percent at good or better)	Good	Good	Good	Good

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

2.1 Action For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: X All Students to be Served ☐ Students with Disabilities Specific Student Group(s) All schools Specific Schools: Specific Grade spans: Location(s) OR For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: ☐ English Learners Low Income Students to be Served Foster Youth Limited to Unduplicated Student Group(s) X LEA-wide Schoolwide OR Scope of Services ☐ Specific Schools:_ ☐ Specific Grade spans:_ Location(s) X All schools ACTIONS/SERVICES 2017-18 2018-19 2019-20 Modified Unchanged New Modified Unchanged New Modified Unchanged X New Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. Restorative practices and staff professional development to ensure effective implementation will continue. Recruit a Restorative Justice Coordinator Facilitate professional development for teachers 5. Continuation of Restorative Justice class geared towards at risk youth.

BUDGETED	EXPENDITURES	<u>S</u>						
2017-18			2018-19		2019-20			
Amount	\$2000.00		Amount		Amount			
Source	LCFF, Title II		Source		Source			
Budget Reference	8011, 9292		Budget Reference		Budget Reference			
			-					
Action	2.2							
For Actions/	Services not incl	luded as contributing to	meeting the Inc	creased or Improved Services Requiremen	nt:			
Students to be Served X All Students with Disabilities [Specific Student Group(s)]								
	<u>Location(s)</u>	All schools S ₁	pecific Schools:	Specific Grade s	spans:			
				OR				
For Actions/S	Services include	d as contributing to mee	ting the Increas	sed or Improved Services Requirement:				
Stude	nts to be Served	English Learners	☐ Foster Youth	n				
	Scope of	Services X LEA-wide	Schoolwi	de OR Limited to Unduplicated	l Student Group	(s)		
	Location(s) All schools Specific Schools: Specific Grade spans:							
ACTIONS/SE	ERVICES							
2017-18			2018-19		2019-20			
X New \[\] N	Modified Und	changed	☐ New ☐	Modified Unchanged	☐ New ☐	Modified Unchanged		
The school will provide counseling, psychological and guidance services that address student social and emotional needs.								

BUDGETED EXPENDITURES

2017-18			2018-19		2019-20					
Amount	\$14,280.00		Amount		Amount					
Source	LCFF		Source		Source					
Budget Reference	1200, 8011		Budget Reference		Budget Reference					
Action 2	2.3									
For Actions/S	For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:									
Studer										
	Location(s) All schools Specific Schools: Specific Grade spans:									
OR										
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:										
Students to be Served English Learners Foster Youth Low Income										
Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)										
	Location(s)	All schools S	pecific Schools:_	Specific Grade sp	oans:					
ACTIONS/SE	RVICES									
2017-18			2018-19		2019-20					
X New \[\subseteq \text{N}	Modified Un	changed	☐ New ☐	Modified Unchanged	□ New □	Modified Unchanged				
The school will provide health and wellness services to students. The school will continue to implement its comprehensive wellness policy and action plan.										
BUDGETED I	EXPENDITURE	<u>S</u>								
2017-18			2018-19		2019-20					

Amount	\$1170.00		Amount		Amount					
Source	LCFF/Title I		Source		Source					
Budget Reference	8011, 8291		Budget Reference		Budget Reference					
	Services not inc	luded as contribu	uting to meeting the Inc	reased or Improved Services Requireme	ent:					
	nts to be Served		audents with Disabilities	[Specific Student Group(s)]						
	Location(s)	X All schools	Specific Schools:_	Specific Grade s	spans:					
	OR									
For Actions/S	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:									
Studer	Students to be Served English Learners Foster Youth Low Income									
	Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)									
Location(s) X All schools										
ACTIONS/SE	ACTIONS/SERVICES									
2017-18			2018-19		2019-20					
X New \[\] N	Modified Un	changed	□ New □	Modified Unchanged	☐ New ☐	Modified Unchanged				
would and e 2. Secur	 School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school. Security guard would secure the building during pick up time after school. 									
BUDGETED	EXPENDITURE:	<u>S</u>								
2017-18			2018-19		2019-20					

Source	LCFF		Source			Source				
Budget Reference	8111, 2900		Budget Reference			Budget Reference				
Action 2.5										
For Actions/S	For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:									
Students to be Served All Students with Disabilities [Specific Student Group(s)]										
	Location(s)	All schools Sp	ecific Schools:		Specific Grade s	spans:		_		
	OR									
For Actions/S	Services include	ed as contributing to meet	ting the Increa	sed or Improve	d Services Requirement:					
Studer	Students to be Served English Learners Foster Youth Low Income									
	Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)									
	Location(s)	All schools Sp	ecific Schools:		Specific Grade s	spans:		_		
ACTIONS/SE	RVICES									
2017-18			2018-19			2019-20				
X New \[\sum N	Modified Un	changed	☐ New ☐ Modified ☐ Unchanged			☐ New [Modified	Unchanged		
School Suppor	rt Staff and Resou	irces - All Students								
cleric welco and p stude	eal and support standard school clin brovide effective onts, parents and s									
gener	2. The school will continue to provide staff with general supplies and operating expenses. BUDGETED EXPENDITURES									

2018-19

2017-18

2019-20

Amount	\$	21,060.00			Amount				Amount			
Source	L	CFF			Source				Source			
Budget Reference	2	400, 8011			Budget Reference				Budget Reference	e		
Action	2.0	6										
		_										
For Action	ons/Sei	rvices not incl	luded as c	contributing to r	neeting the	Increased or	Improve	d Services Requirem	ent:			
<u>S</u>	tudents	to be Served	X All	Students wi	th Disabiliti	es [Spe	cific Stude	nt Group(s)]		_		
Location(s) X All schools												
							OR					
For Action	ons/Sei	rvices include	ed as conti	ributing to meet	ing the Inc	reased or Imp	proved Se	rvices Requirement:				
<u>S</u>	tudents	to be Served	Englis	sh Learners	☐ Foster Y	outh]	Low Incon	ne				
		Scope of	Services	LEA-wide	Scho	olwide O	R [Limited to Unduplica	ited Student	Group(s)		
		Location(s)	All sc	hools Sp	ecific Schoo	ols:		_ Specific Grade	e spans:		_	
<u>ACTION</u>	S/SERV	/ICES										
2017-18 20				2018-19 2019-20								
X New	☐ Mod	dified Un	changed		☐ New	Modified	Unch	anged	☐ New	Modified	Unchanged	
Healthy a	ınd Nutr	ritious Meals -	All Studen	nts	`							
1. The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines.												
t	to ensur	ool will conting e students are v										

BUDGETED I	EXPENDITURE:	<u>S</u>							
2017-18			2018-19			2019-20			
Amount	\$47,000.00		Amount			Amount			
Source	Student lunch	fees	Source			Source			
Budget Reference	4342, 8639, 85	520	Budget Reference			Budget Reference			
	Action 2.7 For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:								
			ith Disabilities		tudent Group(s)]				
<u>Stude</u> 1	Location(s)	_	ecific Schools:		Specific Grade s	pans:			
				OR				-	
For Actions/S	Services include	ed as contributing to mee	ting the Increas	sed or Improve	d Services Requirement:				
Studer	nts to be Served	English Learners	☐ Foster Youth	Low Ir	ncome				
	Scope of	Services LEA-wide	Schoolw	ide OR	Limited to Unduplicat	ed Student Gro	oup(s)		
	<u>Location(s)</u>	All schools S	pecific Schools:_		Specific Grade	spans:		_	
ACTIONS/SE	ACTIONS/SERVICES								
2017-18			2018-19		2019-20				
☐ New X Modified ☐ Unchanged			☐ New ☐ Modified ☐ Unchanged		☐ New ☐	Modified	Unchanged		
Attractive, Clean and Well Maintained Schools - All Students 1. The school will continue to be clean and inviting. 2. The school will continue to be well maintained and in good repair.									

3.	The school supplies will continue to be provided with necessary supplies and utilities.	
4.	The school will continue to operate in a sustainable and environmentally responsible manner.	
5.	Training and updates will continue to be provided to ensure well-prepared and informed staff.	
6.	The school would continue to be compliant in all annual facility and safe school inspections.	

BUDGETED EXPENDITURES

2017-18		2018-19	2019-20	
Amount	\$34,200.00	Amount	Amount	
Source	LCFF	Source	Source	
Budget Reference	8011	Budget Reference	Budget Reference	

	X New	Modified	Unchanged					
Goal 3	Increase rate of students who	are on track for college readine	ss by strengthening proficiency in m	ngthening proficiency in mathematics and English language arts/literacy.				
State and/or Local Priorities	s Addressed by this goal:	STATE						
Identified Need								
EXPECTED ANNUAL ME	EASURABLE OUTCOMES							
Metrics/Indicators	Baseline	2017-18	2018-19)	2019-20			
Benchmarks	ELA: 45% Math: 55%	ELA: 46% Math: 56%	ELA: 47% Math: 58%	ELA: 48% Math: 60%				
Retention Rates	2%	1.8%	1.6%	1.4%				
California Assessment of student performance and	ELA: 50%	ELA: 52%	ELA: 54%	ELA: 56%				

Math: 74%

At least 90 minutes per week

At least 60 minutes per week

Math: 72%

At least 70 minutes per week

At least 45 minutes per week

Math: 70%

At least 60 minutes per week

At least 30 minutes per week

progress

Intervention minutes

typing sessions

Number of minutes doing

Math: 76%

At least 75 minutes per week

At least 75 minutes per week

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action	3.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:									
Students to be Served X All Students with Disabilities [Specific Student Group(s)]									
<u>Location(s)</u>	cation(s) X All schools								
	OR								
For Actions/Services include	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:								
Students to be Served	☐ English Learners	☐ Foster Youth ☐ Low In-	come						
Scope of	Services LEA-wide	Schoolwide OR	Limited to Unduplicate	ed Student Group((s)				
<u>Location(s)</u>	All schools S ₁	pecific Schools:	Specific Grade s	pans:					
ACTIONS/SERVICES									
2017-18		2018-19		2019-20					
☐ New ☐ Modified X Un	nchanged	☐ New ☐ Modified ☐ U	nchanged	□ New □ N	Modified Unchanged				
the Common Core and Development (ELD) S Generation Science St prepare students to me requirements. 2. The school will continuous co	continued alignment with d English Language State Standards, the Next andards (NGSS) and set the UC 'a-g'								
guides, in alignment C and materials. 3. Professional Developr will be strengthened as	rriculum maps, tools, and CCSS and NGSS standards ment and evaluation cycles cross the school to ensure								
effective implementati	ion of cufficulum.								

BUDGETED EXPENDITURES								
2017-18			2018-19			2019-20		
Amount	\$16,785.00 PD	\$2700.00	Amount			Amount		
Source	LCFF, Title II		Source			Source		
Budget Reference	4100, 5210, 801	1, 8292	Budget Reference			Budget Reference		
Action 3	3.2							
For Actions/S	Services not incl	luded as contributing to	meeting the Inc	reased or Improved Servi	ices Requiremen	nt:		
Stude	nts to be Served	X All Students w	ith Disabilities	Specific Student Grou	up(s)]			
	<u>Location(s)</u>	X All schools	ecific Schools:	cific Schools: Specific Grade spans:				
				OR				
For Actions/S	Services include	ed as contributing to mee	ting the Increas	ed or Improved Services	Requirement:			
Stude	nts to be Served	English Learners	☐ Foster Youth	Low Income				
	Scope of	Services LEA-wide	☐ Schoolw	ide OR Limit	ed to Unduplicate	ed Student Gro	oup(s)	
	Location(s) All schools Specific Schools: Specific Grade spans:							
<u>ACTIONS/SERVICES</u>								
2017-18 2019-20								
☐ New ☐ Modified X Unchanged			☐ New ☐ Modified ☐ Unchanged		☐ New ☐	Modified	Unchanged	
The school will continue to identify and provide standards-aligned instructional materials and resources.								

BUDGETED EXPENDITURES

2017-18			2018-19		2019-20		
Amount	\$6000.00		Amount		Amount		
Source	LCFF		Source		Source		
Budget Reference	8011		Budget Reference		Budget Reference		
_	3.3						
For Actions/S	Services not inc	luded as contributing to	meeting the Inc	reased or Improved Services Requiremen	nt:		
<u>Stude</u> 1	nts to be Served	X All Students	with Disabilities	[Specific Student Group(s)]			
	Location(s)	X All schools S	pecific Schools:	Specific Grade sp	oans:		
				OR			
For Actions/S	Services include	ed as contributing to me	eting the Increas	sed or Improved Services Requirement:			
Studer	nts to be Served	☐ English Learners	☐ Foster Youth	Low Income			
	Scope of	Services LEA-wide	Schoolw	ide OR Limited to Unduplicate	d Student Grou	p(s)	
	Location(s)	All schools	Specific Schools:_	Specific Grade s	pans:		_
ACTIONS/SE	RVICES						
2017-18			2018-19		2019-20		
X New \[\] N	Modified Un	changed	□ New □	Modified Unchanged	☐ New ☐	Modified	Unchanged
and n Actions: 1. Stude	naintain the pre-e	Chromebooks to add to existing inventory. puter instruction at a es/week					
BUDGETED	EXPENDITURE	<u>S</u>					
2017-18			2018-19		2019-20		

Amount	\$10,000.00		Amount			Amount			
Source	LCFF		Source			Source			
Budget Reference	4430, 8011		Budget Reference			Budget Reference			
Action 3	.4								
For Actions/S	Services not inc	luded as contributing to	meeting the Inc	creased or Improved Service	ces Requiremen	nt:			
Studer	nts to be Served	X All Students	with Disabilities	Specific Student Group	p(s)]				
	Location(s)	X All schools	pecific Schools:_	S	Specific Grade sp	oans:			
				OR					
For Actions/S	Services include	ed as contributing to me	eeting the Increa	sed or Improved Services F	Requirement:				
Studer	nts to be Served	English Learners	Foster Yout	h Low Income					
	Scope of	Services LEA-wide	Schoolv	vide OR Limited	ed to Unduplicate	d Student Gro	oup(s)		
	Location(s)	All schools	Specific Schools:		Specific Grade s	pans:		_	
ACTIONS/SE	RVICES								
2017-18			2018-19			2019-20			
☐ New X M	Modified Un	changed	☐ New ☐	Modified Unchanged		☐ New ☐	Modified	Unchanged	
Service: 1. Stude C- an push i twice 2. One h studen	ents that are strugged below in ELA a in and pull-out tu a week.	gling to pass with grades and/or Math are provided toring services up to a provided after school to gling to pass with grades							

BUDGETED EXPENDITURES

2017-18			2018-19		2019-20	
Amount	See 1.3		Amount		Amount	
Source	LCFF		Source		Source	
Budget Reference	8011		Budget Reference		Budget Reference	
Action 3	3.5					
For Actions/S	Services not inc	luded as contributing to	meeting the Inc	reased or Improved Services Requiremen	ıt:	
Studen	nts to be Served	X All Students w	ith Disabilities	[Specific Student Group(s)]		
	Location(s)	X All schools	ecific Schools:	Specific Grade sp	oans:	
				OR		
For Actions/S	Services include	ed as contributing to mee	ting the Increas	sed or Improved Services Requirement:		
Stude	nts to be Served	☐ English Learners	Foster Youth	Low Income		
	Scope of	Services LEA-wide	☐ Schoolw	ide OR Limited to Unduplicate	d Student Grou	ıp(s)
	Location(s)	All schools S	pecific Schools:_	Specific Grade s	pans:	
ACTIONS/SE	RVICES					
2017-18			2018-19		2019-20	
□ New □	Modified X Un	nchanged	☐ New ☐	Modified Unchanged	☐ New ☐	Modified Unchanged
asses those stand 2. Teac	ssment data to p e students that a dards.	ively use student clan intervention for re not meeting the e training on how to udent data				

BUDGETED EXPENDITURES

2017-18		2018-19	2019-20	
Amount	See 1.1	Amount	Amount	
Source	Title II	Source	Source	
Budget Reference	8292	Budget Reference	Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

	Complete a copy	v of the following	table for eac	h of the LEA's	goals. Duplicate the	table as needed.
--	-----------------	--------------------	---------------	----------------	----------------------	------------------

X New	Modified	Unchanged
STATE X 1 X 2]3	□ 8
COE 9 10		
LOCAL		_
	Quality Leadership, T unifying vision that equioutcomes. STATE X 1 X 2 COE 9 10	Quality Leadership, Teaching and Learning Effective - I unifying vision that equips and empowers all stakeholders to outcomes. STATE X 1 X 2 3 4 5 6 7 COE 9 10

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of fully credentialed teachers	84%	85%	86%	87%
Rate of teacher miss-assignments	0.01%	0.01%	0.01%	0.01%
Monthly collaboration meetings	70% of teachers will meet monthly	75% of teachers will meet monthly	80% of teachers will meet monthly	82% of teachers will meet monthly
Classroom observation rated based on TCRP framework Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section classroom observation rated base on TCRP	60% of teachers showed improvement from the 1 st observations to the 2 nd formal observation	65% of teachers showed improvement from the 1 st observations to the 2 nd formal observation	70% of teachers showed improvement from the 1 st observations to the 2 nd formal observation	75% of teachers showed improvement from the 1 st observations to the 2 nd formal observation
framework	During formal	During formal	During formal observation use of standards-aligned	During formal observation use of standards-aligned

observation use of standards-aligned instructional materials is evident.	observation use of standards-aligned instructional materials is evident.	instructional materials is evident.	instructional materials is evident.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4.1					
For Actions/Services not inc	luded as contributing to n	neeting the Increased or Improve	d Services Requirement:		
Students to be Served	X All Students wi	th Disabilities Specific Stude	ent Group(s)]		
<u>Location(s)</u>	X All schools	cific Schools:	Specific Grade spar	ns:	
		OR			
For Actions/Services include	ed as contributing to meet	ing the Increased or Improved Se	rvices Requirement:		
Students to be Served	☐ English Learners	Foster Youth Low Incom	ne		
Scope of	Services LEA-wide	Schoolwide OR	Limited to Unduplicated	Student Group(s)	
<u>Location(s)</u>	All schools Sp	ecific Schools:	_ Specific Grade spa	ans:	_
ACTIONS/SERVICES					
2017-18		2018-19	2	2019-20	
☐ New ☐ Modified X Un	changed	New Modified Unch	anged	☐ New ☐ Modified	Unchanged
Acquire, Develop, and Retain Certificated Support Personn					
The school will continue to incand quality of the teacher applicoutreach and support, such as:	rease the size, stability,				
Recruitment events ho universities with large students.	ested by colleges and percentages of minority				
Regularly monitoring and continued employ candidates.	potential barriers to initial ment of diverse				
3 Engaging in partnersh	ins with other schools to				

nation devel							
BUDGETED I	EXPENDITURE	<u>S</u>					
2017-18			2018-19		2019-20		
Amount	\$2,100.00		Amount		Amount		
Source	LCFF		Source		Source		
Budget Reference	8011		Budget Reference		Budget Reference		
Action 4	1.2						
For Actions/S	Services not inc	luded as contributing to r	neeting the Inc	creased or Improved Services Requireme	nt:		
Stude	nts to be Served	X All Students wi	th Disabilities	[Specific Student Group(s)]			
	Location(s)	X All schools Spe	ecific Schools:	Specific Grade s	pans:		-
				OR			
For Actions/S	Services include	ed as contributing to meet	ing the Increas	sed or Improved Services Requirement:			
Stude	nts to be Served	English Learners	Foster Youth	n Low Income			
	Scope of	Services LEA-wide	Schoolw	ide OR Limited to Unduplicat	ed Student Gro	up(s)	
	Location(s)	All schools Sp	ecific Schools:_	Specific Grade	spans:		_
ACTIONS/SE	RVICES						
2017-18			2018-19		2019-20		
☐ New ☐	Modified X Un	changed	☐ New ☐	Modified Unchanged	☐ New ☐	Modified	Unchanged
in Need of Sup 1. The s	pport - All Studer school will contin	Teachers and Teachers ats ue to collaborate with versities to ensure					

teach 2. The s	ners. school will contin ction Program for	of interns and student nue to provide an beginning teachers and				
BUDGETED	EXPENDITURE	<u>S</u>				
2017-18			2018-19		2019-20	
Amount	\$4000/ year/tea	cher + \$140.00	Amount		Amount	
Source	Title II, LCFF		Source		Source	
Budget Reference	5210, 8292, 80	011	Budget Reference		Budget Reference	
Action 4	4.3					
For Actions/	Services not inc	luded as contributing to r	neeting the Inc	reased or Improved Services Requirement	nt:	
Stude	nts to be Served	X All Students w	ith Disabilities	Specific Student Group(s)		
	Location(s)	X All schools	ecific Schools:_	Specific Grade sp	pans:	
				OR		
For Actions/	Services include	ed as contributing to meet	ting the Increas	sed or Improved Services Requirement:		
Stude	nts to be Served	☐ English Learners	Foster Youth	n		
	Scope of	Services LEA-wide	Schoolw	ide OR Limited to Unduplicate	ed Student Gr	oup(s)
	Location(s)	All schools S _I	pecific Schools:_	Specific Grade	spans:	
ACTIONS/SE	<u>ERVICES</u>					
2017-18			2018-19		2019-20	
X New	Modified Un	changed	□ New □	Modified Unchanged	☐ New [Modified Unchanged
perform in suc	ccessful education vill have all suppl	lies needed to be able to nal environment ies needed to be able to				
unive in school	UI.					

Purchased 10 laptops for teachers to use to support	
students.	

BUDGETED EXPENDITURES

2017-18		2018-19	2019-20	
Amount	\$9,000.00	Amount	Amount	
Source	LCFF	Source	Source	
Budget Reference	4315, 8011	Budget Reference	Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for	each of the LEA's goals. Duplicate the table as needed.	

	New	X Modified	Unchanged
Goal 5	Parent and Community	Engagement - Parents and commu	unity members are engaged and work with the school to support student learning
State and/or Local Priorities	Addressed by this goal:	STATE 1 2 X3	□4 □5 □6 □7 □8
		COE 9 10	
		LOCAL	
<u>Identified Need</u>			

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate Survey – Safety	Student Survey: 81.6% Family Survey: 92.94%	Student Survey: 83.1% Family Survey: 93%	Student Survey: 84.1% Family Survey: 93.2%	Student Survey: 85.1% Family Survey: 93.4%
School Climate Survey - High Expectations	Family Survey: 82.35%	Family Survey: 83.1%	Family Survey: 84.1%	Family Survey: 85.1%
School Climate Survey - Meaningful Participation	Student Survey: 77.01% Family Survey: 83.52	Student Survey: 78.01% Family Survey: 84.35%	Student Survey: 79.01% Family Survey: 85.00%	Student Survey:
School enrollment patterns- returning students for next school year	96.00%	96.5%	97.00%	97.5%

Promoting parent participation Family Survey: 82.35%	Family Survey: 85.00%	Family Survey: 88.00%	Family Survey: 91.00%
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Actio	5.1									
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:										
	Students to be Served	X All Stude	ents with Disa	bilities [Speci	fic Student Group(s)]			-		
	<u>Location(s)</u>	X All schools	Specific S	chools:	Specific (Grade spa	ans:		-	
	OR									
For Act	ions/Services include	ed as contributing to	meeting th	e Increased or Impr	oved Services Requires	ment:				
	Students to be Served	☐ English Learners	s	ter Youth Lo	ow Income					
	Scope of	Services LEA-	wide	Schoolwide OF	Limited to Und	duplicated	d Student (Group(s)		
	<u>Location(s)</u>	All schools	☐ Specific	Schools:	Specific	Grade sp	oans:			
ACTION	NS/SERVICES									
2017-18			2018	19			2019-20			
☐ New	☐ Modified X Ur	changed	□N	ew Modified	Unchanged		☐ New	Modified	Unchanged	
1.	Annual school family to identify strengths are in family engagement.	nd areas for improven								
2.	School/parents/guardicengagement plan base student academic need priorities, and aligned federal and state requi	d on survey results, ls, and/or identified to school goals and	у							
3.	Parent information and to families so they can (through PowerSchool support on family tech social media to enhance	access Parent Portal l), and training and								

4. Educate parents on the Local Control Accountability Plan (LCAP), educational systems etc., so that parents and community partners can make informed recommendations to the various decision making groups.									
BUDGETED	<u>EXPENDITURES</u>								
2017-18		2018-19		2019-20					
Amount	\$1400.00	Amount		Amount					
Source	LCFF	Source		Source					
Budget Reference	8011	Budget Reference		Budget Reference					
For Actions/S	-	neeting the Inc	creased or Improved Services Requirement	nt:					
Studen	nts to be Served X All Students w	th Disabilities	Specific Student Group(s)						
	Location(s) X All schools Spe	ecific Schools:_	Specific Grade sp	oans:					
			OR						
For Actions/S	Services included as contributing to mee	ting the Increas	sed or Improved Services Requirement:						
Stude	nts to be Served	☐ Foster Youth	n						
	Scope of Services LEA-wide	Schoolw	ide OR Limited to Unduplicate	d Student Grou	p(s)				
	Location(s) All schools Sp	ecific Schools:_	Specific Grade s	pans:					
ACTIONS/SE	RVICES								
2017-18		2018-19		2019-20					
X New \[\subseteq \text{N}	Modified Unchanged	□ New □	Modified Unchanged	□ New □	Modified Unchanged				
provided to fa	d interpretation services will continue to be cilitate effective communication, and participation for all stakeholders.								

BUDGETED	EXPENDITURE:	<u>S</u>					
2017-18			2018-19		2019-20		
Amount	\$3500.00		Amount		Amount		
Source	LCFF		Source		Source		
Budget Reference	8011		Budget Reference		Budget Reference		
Action	5.3						
		luded as contributing to r	neeting the Inc	reased or Improved Services Requiremen	nt•		
	nts to be Served	X All Students wi		Specific Student Group(s)			
Stude	nts to be served	-		• • • •			
	<u>Location(s)</u>	X All schools	ecific Schools:	Specific Grade sp	oans:		
				OR			
For Actions/S	Services include	ed as contributing to meet	ing the Increas	sed or Improved Services Requirement:			
Studen	nts to be Served	English Learners	Foster Youth	Low Income			
	Scope of	Services LEA-wide	Schoolw	ide OR Limited to Unduplicate	d Student Grou	ıp(s)	
	Location(s)	☐ All schools ☐ Sp	ecific Schools:_	Specific Grade s	pans:		_
ACTIONS/SE	RVICES						
2017-18			2018-19		2019-20		
☐ New X N	Modified Un	changed	☐ New ☐	Modified Unchanged	☐ New ☐	Modified	Unchanged
commutimely and recommendation 2. Communication communicat	y and easy access esources. munity partnershi	ue to improve ies and structures for to information, support, ps to support student and d learning will continue to					

3. C F F F F F F F F F F F F F F F F F F	will continue to be parents/guardian e.g., PowerSchool AIMS TV, auton communications Mandatory teach beginning of the SST - Student Sureed basis to proceed basis to proceed by the consists of administrators. Regular correspondents of the communication by the progress reports to the communication by the progress reports to the communication by the progress reports to the progress reports	e, and be pro s rega- col, Pa- mated (). leer-par- school access ovide so ing ex- f facul ondence to ence betwee- cess is	timely communication vided to reding student learning rentSquare, website, calls, school and teacher ent conference at I year. Team's formed on an atapport to individual ceptional challenges. Ey, families, students, and e through memo's, quare, detention slips, and ourage frequent en faculty and families. provided to families to				
BUDGET	ED EXPENDIT	TURE:	<u>S</u>				
2017-18				2018-19		2019-20	
Amount	\$700.00			Amount		Amount	
Source	LCFF			Source		Source	
Budget Reference	8011			Budget Reference		Budget Reference	
Action	5.4						
For Action	ons/Services no	ot inc	uded as contributing to n	neeting the Inc	reased or Improved Services Requiremen	nt:	
<u>S</u> :	tudents to be Ser	rved	X All Students wi	th Disabilities	[Specific Student Group(s)]		
	Locatio	on(s)	X All schools	ecific Schools:_	Specific Grade s	pans:	
					OR		
For Action	ons/Services in	ıclude	d as contributing to meet	ing the Increas	sed or Improved Services Requirement:		
<u>S</u>	tudents to be Ser	rved	☐ English Learners	Foster Youth	Low Income		

	Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)									
	Location(s) All schools [Specific Schools:	Specific Grade span	18:						
ACTIONS/SE	ACTIONS/SERVICES									
2017-18		2018-19	20	019-20						
☐ New X N	Modified Unchanged	☐ New ☐ Modified ☐ Uncha	nged	New Modified Unchanged						
(SART) acts a students, pare objective of the Team (SART) students, at a and to connect and communical absence conditions. Attendance part monthly to re-	SART —The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns. Attendance personnel will meet with Deans monthly to review students that have chronic absenteeism ad truancy.									
	<u>EXPENDITURES</u>		•							
2017-18		2018-19	20	019-20						
Amount	\$35,000.00	Amount	Aı	mount						
Source	LCFF	Source	Sc	ource						
Budget Reference	8011	Budget Reference		udget eference						

Action 5.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:											
Students to be Served	X All Students w	th Disabilities [Specific S	Student Group(s)]								
<u>Location(s)</u>	X All schools	ecific Schools:	Specific Grade sp	oans:	_						
	OR										
For Actions/Services include	ed as contributing to mee	ing the Increased or Improve	ed Services Requirement:								
Students to be Served	English Learners	Foster Youth Low I	ncome								
Scope of	Services LEA-wide	Schoolwide OR	Limited to Unduplicate	ed Student Group(s)							
<u>Location(s)</u>	All schools S _I	pecific Schools:	Specific Grade s	pans:							
ACTIONS/SERVICES											
2017-18		2018-19		2019-20							
☐ New X Modified ☐ Un	changed	☐ New ☐ Modified ☐ U	Unchanged	☐ New ☐ Modified	Unchanged						
to provide general families. 2. SSC - School Site input in school's p SSD's. 3. ELAC – English I Committee meets support for Englist their families. 4. Wellness Commit parents and studen	in effort to provide th Language Learners and tee- In effort to provide tts an opportunity to be the benefits of healthy										

BUDGETED EXPENDITURES

2017-18			2018-19		2019-20	
Amount	\$600.00		Amount		Amount	
Source	Title III/LCFF	,	Source		Source	
Budget Reference	8293, 8011		Budget Reference		Budget Reference	
Action	5.6					
For Actions/S	Services not inc	luded as contributing to 1	meeting the Inc	reased or Improved Services Requiremen	nt:	
Studer	nts to be Served	X All Students w	th Disabilities	Specific Student Group(s)		
	Location(s)	X All schools	ecific Schools:	Specific Grade sp	oans:	
				OR		
For Actions/S	Services include	ed as contributing to mee	ting the Increas	ed or Improved Services Requirement:		
Studer	nts to be Served	English Learners	Foster Youth	Low Income		
	Scope of	Services LEA-wide	Schoolw	ide OR Limited to Unduplicate	ed Student Group	o(s)
	Location(s)	All schools S _I	ecific Schools:_	Specific Grade s	spans:	
ACTIONS/SE	RVICES					
2017-18			2018-19		2019-20	
☐ New X Modified ☐ Unchanged			□ New □	Modified Unchanged	☐ New ☐	Modified Unchanged
1. Phase II of After School Enrichment Program						
2. The After-School Enrichment Program will hire 3 after school instructors						
3. Paren	nts will pay a mor	othly fee of \$75/child				

BUDGETED EXPENDITURES

2017-18		2018-19	2019-20
Amount	\$7,650.00	Amount	Amount
Source	LCFF	Source	Source
Budget Reference	8011	Budget Reference	Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	AP Year X 2017–18						
Estimated Supplemental and Concentration Grant Funds:		\$ 33,000.00	Percentage to Increase or Improve Services:	10 %			
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.							
Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).							
The schools target proportionality percentage for 2017-18 is 10%. Services and supports for unduplicated students (English Learners [EL], Foster Youth [FY] and Low Income [LI]) will be increased and improved by at least 10%, as compared to services and supports provided to all students. This represents \$33,000.00 in supplemental and concentration funds.							
The school will meet this proportionality percentage through allocated supplemental and concentration funds. In addition, improved services will also be provided for focus students to promote equity and excellence for all students, in all schools as described below.							
Goal 1.2							
Closing the Achievement Gap with High Expectations for All							
1. Deans, ELD coordinator, English Learner Support Teachers will continue to analyze and discuss student progress by monitoring progress of English Learners (ELs) including long term English learners (LTELS) and reclassified students. Determine short and longer term needs by assessments. Determine specific actions designed to accelerate language acquisition. to continuously analyze and evaluate EL progress. The formative assessment cycle includes teachers and students setting goals to make progress toward the standard, and teachers and students using different assessment tools to monitor progress toward the goal.							
Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL) and reclassified students.							
Determine the short- and long-term needs of ELs.							

Goal 1.3

Maintain current intervention teachers and academic support staff and implement five hours of professional development per semester.

Goal 5.5

Parent and Community members are engaged and work with the school to support student learning

FAC (Family Advisory Committee) meets once a month to discuss general support and voice to all families

ELAC (English Language Advisory Committee) meets in effort to provide support for English Language Learners and their families.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

<u>Plan Summary</u>

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- Total LEA General Fund Budget Expenditures for the LCAP Year: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year: This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP: Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

• Total Projected LCFF Revenues for LCAP Year: This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a
 result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where
 those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local

bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the <u>LCAP Template Appendix</u>, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see <u>Demonstration of Increased or Improved Services for Unduplicated Students</u> section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either

would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site:
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework:
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster

- children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in 5 CCR Section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).

- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 COE Only), and Coordination of Services for Foster Youth (Priority 10 COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in EC Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requiren

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not l

LCFF Evaluation Rubrics: Essential data to support co the LEA's full data set; specific links to the rubrics are

LEA Name	Contact Name and Title	Email and I
American Indian Public Charter School	Maurice Williams, Head of Middle School	maurice.williams@aimschools.or

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

American Indian Public Charter School I is located in downtown Oakland. We serve <u>150</u> students. The school community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

AIMS Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AIMS Credo

The Family: We are a family at AIM Schools.

The Goal: We are always working for academic and social excellence.

The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.

AIMS Values

At AIMS we value:

Excellence - Commitment to excellence in all that we do

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable

Empathy - Recognition of dignity and worth of every human being

Family and Community - Building of family and community

Citizenship - Social awareness and justice that leads to action

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

LCAP Goals

- 1) Closing the Achievement Gap with High Expectations for All All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.
- 2) Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.
- 3) Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.
- 4) Teaching and Learning Effectiveness effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.
- 5) Parent and Community Engagement Parents and community members are engaged and work with the school to support student learning.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The LCAP serves as the school's annual work plan.

Key themes that are evident throughout the 2018-19 LCAP include:

- Whole Child Knowing
- Shared Responsibility
- Capacity Building
- Student Centered Approach
- Equity and Access
- Building Community
- Focus on student goals
- Family and Community Engagement, to reflect enhanced services that support all LCAP Goals

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

AIPCS has continuously this past year, increased the percentage of students meeting or exceeding standards on the CAASPP in English language arts in grades 6th-8th. Low-income student groups also had academic improvements in English language arts and/or mathematics. The expansion of the role of counselors to support our students socioemotional wellness.

AIPCS was recognized by Innovate Public Schools as one of three schools in the Bay Area for eliminating the achievement gap among Low-Income African American students in Math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Our greatest needs have been academically preparing our English Learners and SPED students who are new to the district. In addition, students that are new to the district may have longer commutes that have in turn affected chronic truancy and absenteeism rates. When a student first attends our school we strive provide the proper tools to support students to ensure that they are performing at grade level.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

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

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Plan which is aligned to the district's LCAP. Additional ways that AIPCS has increased or improved services include:

- Activities include expanding the number of school counselors, adding opportunities for original credit and credit recovery during math camp, increasing number of students serves in after school tutoring program by 25%, expanding family literacy and programs at Title I sites, and adding additional students and staff to Middle College program.
- Activities include targeted professional development on prioritizing standards, creating culturally responsive learning environments, utilizing restorative practices, improving the teaching of mathematics, and ELA standards and supporting the needs of long term English learners (LTELS) and SPED students with IEP/504 plans.
- Activities include expanding the number of community liaisons at school site and providing resources for families.
- Activities expanding the number of community liaisons at school site and providing regular training and expanding site and district parent education opportunities.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 1,656,004
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 1,614,683

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The California Education Code requires that local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating find for all LEAs and is divided into restricted and unrestricted resources. Restricted programs fulfill the requirements defined by the funding source and are not included with the LCAP unless they are specifically support the goals and services included in the document. For this reason, restricted expenditures (such as those in Title I, II, and III) are generally not included as part of LCAP expenditures unless specifically identified as a funding source. Any significant revisions to the LCAP will be developed in collaboration with the SSC (School Site Council) FAC (Family Advisory Committee) and the DLAC (District English Advisory Committee) and presented to the Board for approval.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$1,102,096

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Actual

·	
Metric - 70% of students that have an initial retention meeting will be promoted to the next grade level	70% of students will be promoted to the next grade level.
50% of students performing below the range for "Standard Exceeded" would increase 1 achievement level descriptor in at least one SBAC assessment.	Pending SBAC results for 2017-2018 school year
Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.	Students that are struggling to pass with grades C- and below in ELA and/or Math were provided pull-out/push-in tutoring services up to once a week. Students with a C- or below were provided one hour of tutoring after school, In order to compensate for a lack of RSP services, the school also offered more frequent Academic Saturday Schools for the purpose of individualized student support in order to close the achievement gap.
Hire 4 additional clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.	4 additional clerks were hired to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
1. School will use formative assessments to develop learning plans, set goals with students, monitor progress, and evaluate the effectiveness of the plans at the end of the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness. 2. Central office staff will support Deans and school staff to design site-based assessments systems that promote a culture of revision and continuous improvement of student learning. 3. Develop, monitor and refine information that provides real time data, reporting and dashboards	1. AIPCS utilizes Illuminate benchmark assessments (ELA 6-8, Math 6-8) Ellevation is used for leveling ELs and LTELS and ELD development standards. Data was aggregated and shared, though it was not regularly used to develop plans, set goals, and monitor progress. 2. Illuminate assessments were administered to students to determine benchmarks and formative data to drive instruction. 3. Surveys were administered to families and students to evaluate and reflect school climate, safety and feedback from families. Teachers were trained in using Illuminate and Ellevations platforms that provide real time data and reports to drive instruction.	\$1,600.00	\$2,000

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
Deans, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to: Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and	1. Pull out services are provided throughout the week to support ELs and LTELs. Newcomers received 30 mins daily of instruction. LTELS attends twice week for an hr. Assessments were given to determine their levels.	\$33,00.00	\$34,800

reclassified students	Ellevation platform leveling is used to	
 Create Newcomer program to support 	determine short and long term needs, in	
students that have been in the country	addition to discussion with classroom teachers	
for three years or less. Monitor and	and consideration of language development.	
track progress with formative	Specific actions to accelerate language	
assessments.	acquisition include using subgrant funds to	
	meet accountability measures by continuing to	
2. Monthly ELAC meetings to inform families of	implement small group intervention through	
supplemental resources that are provided to EL	classroom EL instructors for 1 hour on regular	
students. Update of outcomes	school days.	
·	control dayor	
 Determine the short and longer term needs of ELs 		
	2. Parents were invited to learn more about this	
Determine specific actions designed to	child's needs. Update parents on the new	
accelerate language acquisition and	ELPAC state test.	
learning for English Learners (ELs)	Reclassification meeting was held to inform	
	parents about ELD program to support their	
	needs.	

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Action: Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 150 students. Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are	1.The ratio of support staff to students was maintained. These intervention aides have received at least five hours of professional development per semester. Students struggling in core subjects receive pull-out tutoring services at an average rate of 1.5 times per week. Additionally, students received tutoring from their classroom teachers (at the teacher's discretion) for 1 hour after school.	\$70,200.00	\$70,000

struggling to pass with grades C- and below in		
ELA and/or Math.		

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
All students will receive academic advising and assistance with college readiness.	Eighth grade students attended academic presentations to understand A-G requirements, AP courses, and how they relate to college admissions. Credit recovery was offered to 8th graders so that they would be able to enroll in college-preparatory courses in high school.	\$35,000.00	\$25,000

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Annual Measurable Outcomes

Expected Actual

Student Attendance Rate: 97.3% ADA	Student Attendance Rate: 97.60% ADA
School Climate Survey- Safety Student Survey: 89.87% Family Survey: 91.8%	School Climate Survey- Safety Student Survey: 81% Family Survey: 95%%
School Climate Survey- High Expectations Family Survey: 95.4%	School Climate Survey- High Expectations Family Survey: 93%
School Climate Survey- Caring Relationship Student Survey: 90.2%	School Climate Survey- Caring Relationship Student Survey: 79%
Facilities Inspection Tool (percent at good or better): Good Lunch Participation- Family Lunch Survey: 90% Student Lunch Survey: 82%	Lunch Survey Families: 65% Students: 60%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
 Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. Restorative practices and staff professional development to ensure effective implementation will continue. Recruit a Restorative Justice Coordinator Facilitate professional development for teachers Continuation of Restorative Justice class geared towards at risk youth. 	 PD weekly to monthly restorative justice circles and Saturday schools, weekly to monthly community building circles held. Recruited Restorative Justice coordinator,, received formal training from district and state. Four Professional Development days provided to teachers to educate and inform positive safe environment. Restorative Justice elective course provided to at risk students, designed to provide student positive self-regard, resiliency and self-advocacy in positive academic settings. 	\$2,000.00	\$2,000

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
The school will provide counseling, psychological and guidance services that address student social and emotional needs.	School counselor provided one on one counseling support, determined students by severity of social-emotional crisis, addressed needs of students, guidance counseling, and wrap-around family support as needed. Engagement with local community and partnerships created for family and student resources and referrals.	\$14,280.00	\$12,500

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
 The school will provide health and wellness services to students. The school will continue to implement its comprehensive wellness policy and action plan. 	1.Partnered with Alameda County "Shoo the Flu" to provide district wide vaccinations and suicide intervention workshop. Formed district wellness committee to address and maintain positive health and wellness of whole-child. Partnered with Vision to Learn to provide free eye glasses and eye exams to students. 2. The Wellness Committee met four times during the year to discuss and address nutritional awareness, chronic absenteeism related to sleep deprivation, malnutrition. In addition, to awareness of social-emotional wellbeing, importance of physical activity, to ensure the whole child is supported and academically prepared.	\$1,170.00	\$1000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
 School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school Security guard would secure the building during pick up time after school. 	 A staff was hired to escort classes to physical education classes sites and escorted them back to the school. A staff was hired to secure the building during pick up time after school, he also monitored the front door during after school. 	\$9,720.00	\$7000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

School Support Staff and Resources - All Students 1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. 2. The school will continue to provide staff with general supplies and operating expenses.	1.Clerical and support staff received ongoing professional development in the following domains: customer service, conflict deescalation, establishing rapport and boundaries with families. 2. Front desk staff offered Attendance Works literature to families to reduce chronic absenteeism.	\$21,060.00	\$41,000
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Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
1. The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. 2. The school will continue its existing programs to ensure students are well-nourished and prepared to learn.	1. Health education was included in physical education curriculum for PE teachers. Physical education teachers embedded within their curriculum proper nutrition, healthy food groups/options, and the importance of healthy exercise on a regular basis for physical wellbeing. 2. Wellness committee created to educate and inform families and students of healthy nutrition. Continuation of NSLP will be offered to ensure students are provided healthy nutritious meals to support wellness and academic success and promote learning throughout the day.	\$180.00	\$47,880

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
 Attractive, Clean and Well Maintained Schools - All Students The school will continue to be clean and inviting. The school will continue to be well maintained and in good repair. The school will continue to be provided with necessary supplies and utilities. The school will continue to operate in a sustainable and environmentally responsible manner. Training and updates will continue to be provided to ensure well-prepared and informed staff. The school will continue to be compliant in all annual facility and safe school inspections. 	Attractive, Clean and Well Maintained Schools - All Students 1. The school is clean and inviting. 2. The school is well maintained and in good repair. 3. The school was provided with necessary supplies and utilities. 4. The school operated in a sustainable and environmentally responsible manner. 5. Training and updates were provided to ensure well-prepared and informed staff. 6. The school was compliant in all annual facility and safe school inspections.	\$34,200.00	\$50,000

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Annual Measurable Outcomes

Expected Actual

Benchmarks ELA: 46%, Math 56%	Benchmarks ELA: 54%, Math 70%
Retention Rates: 1.8%	Retention Rates: 8%
California Assessment of Student Performance and Progress ELA: 52%, Math 72%	California Assessment of Student Performance and Progress ELA: 57.34%, Math 70.14%
Intervention minutes for students receiving a C- or below in core subjects: at least 70 minutes per week	All students receiving a C- or below received at least 70 minutes of intervention per week
Number of minutes with computer access: at least 45 minutes per week	All students had computer access for at least 45 minutes per week

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
 The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements. The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum. 	 Administrators designed pacing guides and curriculum maps for core subjects during the start of the year. Teachers implemented the lessons and structures of the guides in their daily lesson plans. In collaboration with teachers, curriculum maps for history and science were created with NGSS and CA social studies standards. Teachers received weekly professional development based on curriculum, pedagogy, and school climate. Using the Charlotte Danielson Framework, teachers were evaluated three times during the year with the TCRP Teacher Effectiveness Rubric. 	\$19,485.00	\$20,000

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
 The school will continue to identify and provide standards-aligned instructional materials and resources. Students will attend academic field trips that are aligned with curriculum. 	 The school identified additional standards-aligned instructional materials by communicating with high-performing schools and participating in county network events. Students attended a minimum of 2 academic field trips. All were aligned with curricular materials and were designed to elicit inquiry questions. 	\$6,000.00	\$4000

Action 3

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
Purchase 40 additional Chromebooks to add to and maintain the pre-existing inventory. Actions: Student will have computer instruction at a minimum of 30 minutes/week	40 additional chromebooks were purchased to add to an maintain the pre-existing inventory. Actions: Student received computer instruction at a minimum of 30 minutes/week	\$10,000.00	\$10,000

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
 Recruit 1 intervention teacher/academic support staff per staff per 150 students. Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week. One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math 	 intervention teachers / academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 150 students. Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. 	\$68710	\$75,000

3. One hour of tutoring is provided after school	
to students that are struggling to pass with	
grades C- and below in ELA and/or Math.	

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
 Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards. Teachers will receive training on how to effectively assess student data 	Teachers used formative assessments from Illuminate, but required additional training concerning using that data to plan interventions. Teachers received training in the following domains: 6-8 Illuminate and Ellevation Training Teachers received practice in planning lessons informed by data concerning commonly missed standards	\$1600.00	\$2,000

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Annual Measurable Outcomes

Expected Actual

Percentage of fully credentialed teachers 70.0%	Percentage of fully credentialed teachers 83.33%
Rate of teacher misassignments 0.0%	0.0%
Monthly collaboration meetings 75% of teachers will meet monthly	Monthly collaboration meetings 75% of teachers will meet monthly
Classroom observation rated based on TCRP framework: 65% of teachers showed improvement from the 1 st observation to the 2 nd formal observation.	50% of teachers showed improvement from 1st observation to the 2nd formal observation. 33% of teachers maintained scores in combination of excellent or satisfactory
Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards: During formal observation, use of standards-aligned instructional materials is evident.	Standards-aligned materials were available and teachers taught to Common Core State Standards and Next Generation Science Standards using materials from the school. Materials were procured after input and feedback from the curriculum committee. All materials were vetted with the criteria of offering embedded access to English Learners. All teachers used standards-aligned instructional materials during formal observations.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as: 1. Recruitment events hosted by colleges and universities with large percentages of minority students. 2. Regularly monitoring potential barriers to initial and continued employment of	1. Continue to recruit and partner with universities to target larger percentages of minority students. 2. Adopt a monitoring process to prepare for potential barriers to the initial and continued employment of diverse candidates. Continue to attend teacher recruitment fairs to expand potential candidate opportunities.	\$2,100.00	\$3000

diverse candidates. 3. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.			
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Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students 1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 2. The school will continue to provide an Induction Program for beginning teachers and interns.	1. The school attended recruiting events, partnered with credentialing intern programs, and participated in panels to support recent graduates as a form of needs assessment. 2. The school participated in the East Bay Induction Consortium BTSA program and paid for all participants to clear their credentials.	\$4,000.00 per year/per teacher +\$140.00	\$4,000.00 per year/per teacher +\$140.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers will have the supplies needed to be able to perform in successful educational environment	All teachers received and had access to supplies needed to be able to perform in a successful educational environment. Additionally, resources were provided to ensure all classroom needs were met.	\$39,000.00	\$30,000
All students will have all supplies needed to be able to thrive in school.	All students had access to supplies needed to be able to thrive in school.		

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Annual Measurable Outcomes

Expected Actual

School Climate Survey- Safety Student Survey: 90.00% Family Survey: 91.8%	School Climate Survey- Safety Student Survey: 80.85% Family Survey: 94.56%
School Climate Survey- High Expectations Family Survey: 95.4%	School Climate Survey- High Expectations Family Survey: 93.47%
School Climate Survey- Meaningful Participation Student Survey: 89.53% Family Survey: 92.0%	School Climate Survey- Meaningful Participation Student Survey: 86.63% Family Survey: 95.55%
School enrollment patterns- returning students for next school year: 96.50%	School enrollment patterns- returning students for next school year: 97.50%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Annual school family surveys will be conducted to identify strengths and areas for improvement in family	School, student, and family surveys were conducted. Generating input representing	\$1,400.00	\$2000

- engagement.
- School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements.
- Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.
- 4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.

- how parents would like more event-oriented involvement.
- 2. Family engagement plans were created by committee during Family Advisory Council (FAC) in the following areas: parent education, community engagement, sports/booster, and student trips.
- 3. PowerSchool (Student data base system) overview presented during orientations and parent-teacher meetings. Teachers facilitated class-level parent communication using digital platforms that best met the needs of their families.
- 4. Intensive education on LCAP provided during SSC. Cursory information offered during FAC. Recommendations made by SSC are reflected in 2018-2019 LCAP.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.	Translation services offered regularly in Cantonese and Spanish concerning memos, meeting participation, and parent-teacher meetings. School was unable to procure other highly represented languages due to spending on Cantonese and Spanish bilingual support staff.	\$3,500.00	\$3000

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.	School implemented more regular use of Parent Square in addition to memos and class-level communication.	\$700.00	\$4000

- 2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded.
- Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications).
- 4. Mandatory teacher-parent conference at beginning of the school year.
- SST Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators.
- Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families.
- Powerschool Access is provided to families to view student academic progress.

- Community partnerships include:
- a. Oakland Public Works for cleaning up local community
- b. TechBridge girls in using STEM to benefit the community
- c. Chinese Chamber of Commerce in participating in annual flag raising ceremony
- d. Guardian Gym partnership with students
- e. Oakland Parks and Recreation
- f. Alameda County early childhood network
- g. Oakland Natives Give Back
- 3. PowerSchool, automated calls, AIMS TV, and teacher communications continued.
- 4. Parent-teacher conferences took place at the beginning of the year and quarterly retention meetings continued thereafter.
- 5. SSTs continued to function as a space for collaborative solutions for issues facing students and families.
- 6. Correspondence was maintained.
- 7. PowerSchool continued to be utilized, parents received login codes for their child at the beginning of the school year. Additionally, the school mailed the information to families directly.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
 SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not 	Student Attendance Review Teams were conducted by division heads on an as-needed basis. Families were given tools and support to mitigate chronic tardy/absenteeism. Collaborated with local non-profit organization, "Oakland Natives Give Back" to challenge and address chronic absenteeism district wide.	\$180.00	\$33,000

attending school and to connect students and families to school and		
community resources to address these absence concerns.		

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
 FAC - Family Advisory Committee meets to provide general support and voice to all families. SSC - School Site Council meets to provide input in school's planning, including SSD's. ELAC - English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families. Wellness committee 	 FAC met using a K-12 model with breakout sessions by committee. Childcare/movie nights were provided in order to enhance parent participation. SSC met bimonthly to review LCAP goals, receive education on LCAP and budgeting considerations, and ultimately offer input on LCAP. ELAC met to generate parent support concerning ELD goals and parent engagement. Wellness Committee met 4 times during the school year. The committee developed the wellness policy. 	\$600.00	\$5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
 Phase II of After School Enrichment Program The After-School Enrichment Program will hire 3 after school instructors Parents will pay a monthly fee of \$75/child 	 After school program continued using AIPCS staff. After-School hires 3 instructors, in addition to 1 coordinator. Parents paid a monthly feed of \$75/child with discounts for multiple children. 	\$7,650.00	\$10,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Many of these goals are modifications, aimed at improving our current high expectations, school environment, college readiness, teaching/learning effectiveness, and parent/community engagement.

All actions and services were implemented with fidelity and served as additional building blocks for AIPCS work over the years to cultivate cultures of collective care and high academic achievement. AIPCS will focus its efforts in all LCAP Goals, specific in Positive School Environment, Climate, and Culture with strategies toward building student Agency, including social-emotional learning, positive school culture, youth advocacy and empowerment, programming sustainability, and community partnerships.

The goal continues to ensure that every student receives the supports they need to access educational content as effectively as possible. To ensure SPED services are provided to students along with services outlined within IEP/504 plans. The integration and ongoing collaboration of departments within integrated youth services will be critical to collectively promote cultures of collective care and continuing to building agency by knowing student strengths, interests and values, getting to know who they are, how they learn and connect best to content as they achieve college, career readiness while maintaining high academic achievement.

Goal 1: In comparing data from 2016-2017 to 2017-2018 school year, CAASPP results show an increase in growth in ELA by 6% and MATH by 4.40% of our student population. The goal indicated that there would be a projected increase of 50% of students, "Exceeding Standard" would increase one level within their achievement level. AIPCS will continue to monitor and track progress of students to ensure actual goals is carried and met for student achievement.

Goal 2: According to school climate survey 81% of students feel safe, 79% of students feel cared for and supported emotionally within school environment. Overall implementation of actions have successfully supported school climate, culture and support of the whole child. AIPCS will continue adopt and implement current action plan and addressing student needs as a priority.

Goal 3: Teachers implemented lessons and structures that aligned with Next Generation Science (NGSS) and common core standards as outlined within the planned action and services. Teachers received PD on curriculum to ensure planed goals were met in addressing preparation for college readiness specific within Math and ELA. To address teacher effectiveness, three evaluations (TCRP) were conducted and immediate feedback provided to enhance academic instruction.

Goal 4: Offering high quality education to our students but ensuring teachers are hired within a diverse candidate pool specific to Math, Science and SPED background. Track retention of staffing and monitor potential barriers to employment.

Goal 5: AIPCS II will continue to survey and track data and feedback from stakeholders and students to ensure recommendations are considered within school programming and educational instructional effectiveness. Continue to build community partnerships to support students and families with resources.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goals this year were set for high academic achievement. The actions were performed in a strategically efficient manner to ensure maximum effectiveness. Staff members had set schedules with goals which were reached by constant assessment and evaluation. A major part of our success was the utilization of additional staff members to support with tutoring throughout the day. This took place before, during, and after school. This is why we saw an increase in clerical and support staff in our actual expenditures.

We hired extra support staff to cover clerical duties while these employees tutored. This was also in addition to our 6 intervention aides. This number has been the highest number of aides that we have ever had to provide daily support. Our aides provided push in and pull out services, supported teachers with lesson plan development, and assessing the academic levels of students to increase academic achievement specifically in Math and ELA. The effectiveness of the actions/services made an impact on student achievement as indicated by CAASPP scores and the district's CA Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences come from the fact that we did not adopt any new programs, instead we provided materials to supplement those programs that are currently in place.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes were not made to the overall goals, however expected outcomes differed depending on changes to actions and services to meet the needs of our students, program development and district needs to achieve success. As mentioned above, we made progress modifying and focusing these programs, but realize that this work will continue.

Stakeholder Engagement

LCAP Year: 2018-2019

The LEA consulted with various stakeholders throughout the course of the school year.

School Site Council convened bimonthly and submitted input tools to indicate feedback and projected expectations for LCAPs. Input during Family Advisory Committee convenings were also noted in gathering stakeholder input. ELAC/DELAC input were considered. Annual parent/student surveys were compiled for consideration on the LCAP.

Finally, curriculum committee, professional development, and division-head initiated surveys gave opportunities for teachers to offer feedback to AIPCS II administration.

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The LEA engaged with various stakeholders as part of the planning process for the LCAP. These engagements included monthly Family Advisory Council (FAC) and School Site Council (SSC) meetings, and parent, teacher, staff, and student surveys which solicited feedback and potential recommendations for future LCAP goals.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

By consulting with all stakeholders, we were able to get input on how and where to best allocate our resources to meet our overall goal of efficiency and increased student achievement. For example, new ELA, History, and Foreign Language curriculum was adopted to address potential shortfalls in academic programming. Additionally, our Visual and Performing Arts program was vastly expanded to include new Music and Art classes for middle school students. Additional emphasis was placed on hiring more intervention instructors, which expanded capacity for supporting students that were not performing at grade level.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need:

Numerous metrics indicate a need to close the achievement gap for all underperforming student groups and ensure that all students are achieving. School data indicate that persistent gaps exist among student groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Reclassification Rate	15%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs making at least one year's progress in learning English	50%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
ELs achieving proficiency in English	<5 yrs cohort: 26% 5+ yrs cohort: 45%	ELPAC Baseline	ELPAC Baseline + 15%	ELPAC Baseline + 25%
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	ELA: 57.34% Math: 70.14%	ELA: 54% Math: 74%	ELA: 56% Math: 76%
Middle school dropout rate	0.01%	0.01%	0.01%	0.01%

Benchmark Assessment Results – evaluation of student performance growth from 2nd benchmark result to 3rd benchmark result	ELA: 4%	ELA: 5%	ELA: 6%	ELA: 7%
	Math: 5%	Math: 6%	Math: 7%	Math: 8%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s	s):	
(Select from All, Students with Disabilities, or Specific Student Groups)		(Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All	LEA		
	OR		
For Actions/Services included as contributing	to meeting the Increased or Impro-	ved Services Requirement:	
Students to be Served:	Scope of Services:	Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limit Unduplicated Student Group(s))	ed to (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection he	re] [Add Location(s) selection here]	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchang 2018-19	ed for Select from New, Modified, or Unchanged for 2019-20	
New	Modified	[Add 2019-20 selection here]	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services	
 School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional 	 School will use formative assess help teachers develop goals for monitor progress, and adjust ins 	students, [Describe the 2019-20 action/service here]	

- plans throughout the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness.
- Central office staff will support Deans and school staff to design site-based assessments systems that promote a culture of revision and continuous improvement of student learning.
- 3. Develop, monitor and refine information that provides real time data, reporting and dashboards

- plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, Ellevation, etc.).
- Central office staff will support Division
 Heads and school staff to revise site-based
 assessments systems that promote a
 culture of revision and continuous
 improvement of student learning.
- 3. Continue to monitor and refine information that provides real time data, reporting and dashboards.
- Professional development will be given to improve teacher data analysis skills.
 Teachers will work collaboratively to develop more individualized learning plans, set goals, monitor progress and evaluate effectiveness of instruction.
- 6-8 grade students who are behind will be required to go to Academic Saturday School every Saturday for the school year. There will also be tutors working with students throughout the day in addition to our intervention aides.
- New students entering our system along with students who are behind grade level will be required to attend an intensive Math and ELA camp during the summer. This will be taught by classroom teachers and other staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,600	\$50,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]

Budget Reference	8011	8011	[Add budget reference here]
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Action 2			
For Actions/Services not included as contributing	to meeting the Increased	*	quirement:
Students to be Served:		Location(s):	
(Select from All, Students with Disabilities, or Specific Stud	dent Groups)	(Select from All Schools, Spe	cific Schools, and/or Specific Grade Spans):
Specific Student Groups		School	
	O	R	
For Actions/Services included as contributing	to meeting the Increase	ed or Improved Service	es Requirement:
Students to be Served:	Scope of Services:		Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, School Unduplicated Student Group		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services	selection here]	[Add Location(s) selection here]
Actions/Services Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified 2018-19	d, or Unchanged for	Select from New, Modified, or Unchanged for 2019-20
New	Modified		[Add 2019-20 selection here]
2017 10 Actions/Comisses	2010 10 Actions/Com/	inne	2010 20 Actions/Comisses
2017-18 Actions/Services Deans, ELD coordinator, English Learner Support	2018-19 Actions/Servi		2019-20 Actions/Services
Teachers, classroom teachers will continue to analyze and discuss student progress to:	Support Teachers, classro to analyze and discuss stu	om teachers will continue	[Describe the 2019-20 action/service here]
 Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments. Monthly ELAC meetings to inform families 	 (ELs) including Lo (LTELs) and reclar Create Newcomer students that have three years or less progress with form 	ess of English Learners ang Term English Learner assified students a program to support a been in the country for a. Monitor and track native assessments. etings to inform families	

of supplemental resources that are provided to EL students. Update of	of supplemental resources that are provided to EL students. Update of	
outcomes	outcomes	
Determine the short and longer term needs	Determine the short and longer term needs	
of ELsDetermine specific actions designed to	of ELsDetermine specific actions designed to	
accelerate language acquisition and	accelerate language acquisition and	
learning for English Learners (ELs)	learning for English Learners (ELs)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$33,000	\$60,000	[Add amount here]
Source	Title III/LCFF	Title III/LCFF	[Add source here]
Budget Reference	8293, 8011	8293, 8011	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: Location(s):		
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):		
[Add Students to be Served selection here]	[Add Location(s) selection here]	

OR

For Actions/Services included as contributing to meeting the increased or improved Services Requirement:		
Students to be Served: Scope of Services:		Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	[Add 2019-20 selection here]
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action: Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 150 students.	Action: 2.6 FTE intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. Maintain one academic intervention teacher/academic support staff per 150 students.	[Describe the 2019-20 action/service here]
Service: Students that are struggling to pass with grades C-and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.	Service: Students that are struggling to pass with grades C-and below in ELA and/or Math are provided pull-out for tutoring services up to twice a week by teacher and/or intervention aide. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA	

Hire 1.4 FTE clerks to supervise lunch and after

school activities in order to make intervention aides available for professional development/additional

Hire up to 6 student tutors to help provide academic

support to middle school students.

and/or Math.

services.

Budgeted Expenditures

services.

Hire 4 additional clerks to supervise lunch and after school activities in order to make intervention aides

available for professional development/additional

Year	2017-18	2018-19	2019-20
Amount	\$70,200	\$145,000	[Add amount here]
Source	Title I, Title II, LCFF	Title I, Title II, LCFF	[Add source here]
Budget Reference	8292, 8011, 8291	2100, 2400, 8292, 8011, 8291	[Add budget reference here]

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served:		Location(s):		
(Select from All, Students with Disabilities, or Specific Stud	dent Groups)	(Select from All Schools, Spe	ecific Schools, and/or Specific Grade Spans):	
[Add Students to be Served selection here]		[Add Location(s) selection	tion(s) selection here]	
	O	R		
For Actions/Services included as contributing	to meeting the Increas	ed or Improved Service	es Requirement:	
Students to be Served:	Scope of Services:		Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, School Unduplicated Student Group		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services	selection here]	[Add Location(s) selection here]	
Actions/Services				
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modifie 2018-19	d, or Unchanged for	Select from New, Modified, or Unchanged for 2019-20	
New	Unchanged		[Add 2019-20 selection here]	
2017-18 Actions/Services	2018-19 Actions/Serv	ices	2019-20 Actions/Services	
All students will receive academic advising and assistance with college readiness.	All students will receive ac assistance with co	•	[Describe the 2019-20 action/service here]	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,753	\$20,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:		Location(s):	
(Select from All, Students with Disabilities, or Specific Stud	dent Groups) (Select from All Schools, Spe	cific Schools, and/or Specific Grade Spans):
Students with Disabilities	A	All schools	
	OR	1	
For Actions/Services included as contributing	to meeting the Increased	d or Improved Service	es Requirement:
Students to be Served:	Scope of Services:		Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schools Unduplicated Student Group(s		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services s	election here]	[Add Location(s) selection here]
Actions/Services Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, 2018-19	or Unchanged for	Select from New, Modified, or Unchanged for 2019-20
2017 10	New		[Add 2019-20 selection here]
2017-18 Actions/Services	2018-19 Actions/Servic Recruit a Special Education Special Education Teacher	Coordinator.	2019-20 Actions/Services
	aide to support students tha education.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$23,800	[Add amount here]
Source	[Add source here]	State revenue	[Add source here]

Budget	[Add budget reference here]	1100, 2100	[Add budget reference here]
Reference			

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement

Priority 6: School Climate

Identified Need:

To provide positive and supportive learning environments for students in schools that are safe, clean, and inviting and increase attendance and sense of well-being. An analysis of school data indicate that the school is well-maintained and inviting, but there are areas of need that must be continually monitored and addressed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Attendance Rate	97% ADA	97.6% ADA	[Add outcome here]	[Add outcome here]
School Climate Survey - Safety	Student Survey: 81.6% Family Survey: 92.94%	Student Survey: 80.85% Family Survey: 94.56%	[Add outcome here]	[Add outcome here]
School Climate Survey - High Expectations	Family Survey: 82.35%	Family Survey: 93.48%	[Add outcome here]	[Add outcome here]
School Climate Survey - Caring Relationships	Student Survey: 79.31%	Student Survey: 79.38%		
Facilities Inspection Tool (percent at good or better)	Good	Good		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:		Location(s):	
(Select from All, Students with Disabilities, or Specific Stud	lent Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All		[Add Location(s) selection	here]
OR			
For Actions/Services included as contributing	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: Scope of Services: Location(s):		Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	LEA Wide		All schools

Actions/Services

2017-18 Actions/Services

Select from New, Modified, or Unchanged for	Select from New, Modified, or Unchanged for	Select from New, Modified, or Unchanged for
2017-18	2018-19	2019-20
New	Modified	[Add 2019-20 selection here]

	10 7 (01/01/07/00)
1.	Implementation and interventions between
	school site to focus on the physical, social,
	emotional and behavioral health needs of

students.

2. Restorative practices and staff professional

3. Recruit a Restorative Justice Coordinator

development to ensure effective

implementation will continue.

- Facilitate professional development for teachers
- Continuation of Restorative Justice class and Restorative Justice Saturday School geared towards at risk youth.

2018-19 Actions/Services

 Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 2019-20 Actions/Services

- 2. Restorative practices and staff professional development to ensure effective implementation will continue.
- 3. Recruit .5 Restorative Justice Coordinators
- Facilitate professional development for teachers
- 5. Continuation of Restorative Justice Saturday School geared towards students with chronic disciplinary concerns.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$10,500	[Add amount here]
Source	LCFF, Title II	LCFF, Title II	[Add source here]
Budget Reference	8011, 9292	1100, 1200, 8011, 9292	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:					
Students to be Served:	Scope of Services:	Location(s):			
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)			
[Add Students to be Served selection here]	LEA-wide	[Add Location(s) selection here]			
Actions/Services					
Actions/Services					
Actions/Services Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20			
Select from New, Modified, or Unchanged for		, , , , , , , , , , , , , , , , , , , ,			
Select from New, Modified, or Unchanged for 2017-18	2018-19	2019-20			

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,280.00	\$20,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	1200, 8011	1200, 8011	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:					
Students to be Served:	-	Location(s):			
(Select from All, Students with Disabilities, or Specific Student Groups)		(Select from All Schools, Spe	ecific Schools, and/or Specific Grade Spans):		
[Add Students to be Served selection here]		[Add Location(s) selection	n here]		
	0	R			
For Actions/Services included as contributing	to meeting the Increas	ed or Improved Service	es Requirement:		
Students to be Served:	Scope of Services:		Location(s):		
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, School Unduplicated Student Group		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)		
[Add Students to be Served selection here]	[Add Scope of Services	selection here]	[Add Location(s) selection here]		
Actions/Services	Actions/Services				
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified 2018-19	d, or Unchanged for	Select from New, Modified, or Unchanged for 2019-20		
New	Modified		[Add 2019-20 selection here]		
00.47 40.4 11 /0	004040404				
2017-18 Actions/Services	2018-19 Actions/Serv		2019-20 Actions/Services		
The school will provide health and wellness services to students.	The school will provide he services to students.	alth and wellness	[Describe the 2019-20 action/service here]		
The school will continue to implement its comprehensive wellness policy and action plan.	The school will continue to comprehensive wellness p	•			

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1170	\$7000	[Add amount here]
Source	LCFF/Title I	LCFF/Title I	[Add source here]

The school will provide female hygiene products.

Reference	Budget Reference	8011, 8291	8011, 8291	[Add budget reference here]
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rvices Requirement:
chools, Specific Schools, and/or Specific Grade Spans):
d Services Requirement:
Location(s):
to (Select from All Schools, Specific Schools, and/or Specif Grade Spans)
All schools
for Select from New, Modified, or Unchanged for 2019-20
[Add 2019-20 selection here]
2019-20 Actions/Services
would n sites [Describe the 2019-20 action/service here l. ing pick
-

Year	2017-18	2018-19	2019-20
Amount	\$9720	\$25,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8111, 2900	1100, 8111, 2900	[Add budget reference here]

Action 5

For Actions/Services not included as contributing		es Requirement:	
Students to be Served:	Location(s):		
(Select from All, Students with Disabilities, or Specific Students)	dent Groups) (Select from All Schoo	s, Specific Schools, and/or Specific Grade Spans):	
[Add Students to be Served selection here]	[Add Location(s) sele	ection here]	
	OR		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	Scope of Services:	Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specifi Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Services			
Select from New, Modified, or Unchanged for	Select from New, Modified, or Unchanged for	Select from New, Modified, or Unchanged for	

New	Unchanged	[Add 2019-20 selection here]
2017-18	2018-19	2019-20
Select from New, Modified, or Unchanged for	Select from New, Modified, or Unchanged for	Select from New, Modified, or Unchanged for

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Support Staff and Resources - All Students	School Support Staff and Resources - All Students	[Describe the 2010 20 estion/service here]
 The school will recruit, hire, and train 	 The school will recruit, hire, and train 	[Describe the 2019-20 action/service here]
effective clerical and support staff who	effective clerical and support staff who	
promote a welcoming school climate,	promote a welcoming school climate,	
student attendance, and provide effective	student attendance, and provide effective	

operations and support for students, parents and staff.	operations and support for students, parents and staff.	
The school will continue to provide staff with general supplies and operating expenses.	The school will continue to provide staff with general supplies and operating expenses.	

Year	2017-18	2018-19	2019-20
Amount	\$21,060	\$75,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	2400, 8011	2400, 2900, 4300, 4315, 8011	[Add budget reference here]

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: Location(s):		
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All	All schools	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	Scope of Services:	Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	

Actions/Services

Select from New, Modified, or Unchanged for
2017-18

New	Unchanged	[Add 2019-20 selection here]
2017-18 Actions/Services Healthy and Nutritious Meals - All Students	2018-19 Actions/Services Healthy and Nutritious Meals - All Students	2019-20 Actions/Services [Describe the 2019-20 action/service here]
 The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. 	 The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. 	[Describe the 2019-20 action/service here]
The school will continue its existing programs to ensure students are well-nourished and prepared to learn.	The school will continue its existing programs to ensure students are well- nourished and prepared to learn.	

Year	2017-18	2018-19	2019-20
Amount	\$47,000	\$53,000	[Add amount here]
Source	Student lunch fees	Student lunch fees	[Add source here]
Budget Reference	4700, 8639, 8520	4700, 8639, 8520	[Add budget reference here]

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	Location(s):	
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All	All schools	
	ΩD.	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: Scope of Services: Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	[Add 2019-20 selection here]
 2017-18 Actions/Services Attractive, Clean and Well Maintained Schools - All Students 1. The school will continue to be clean and inviting. 2. The school will continue to be well maintained and in good repair. 3. The school will continue to be provided with necessary supplies and utilities. 4. The school will continue to operate in a sustainable and environmentally responsible manner. 5. Training and updates will continue to be provided to ensure well-prepared and informed staff. 6. The school will continue to be compliant in all annual facility and safe school inspections. 	 2018-19 Actions/Services Attractive, Clean and Well Maintained Schools - All Students 1. The school will continue to be clean and inviting. 2. The school will continue to be well maintained and in good repair. 3. The school will continue to be provided with necessary supplies and utilities. 4. The school will continue to operate in a sustainable and environmentally responsible manner. 5. Training and updates will continue to be provided to ensure well-prepared and informed staff. 6. The school will continue to be compliant in all annual facility and safe school inspections. 	2019-20 Actions/Services [Describe the 2019-20 action/service here]

Year	2017-18	2018-19	2019-20
Amount	\$34,200	\$50,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

Action 8

For Actions/Services not included as contributing	to meeting the increased of	or Improved Services Re	quirement:
Students to be Served:		Location(s):	
(Select from All, Students with Disabilities, or Specific Stud	dent Groups)	(Select from All Schools, Spe	ecific Schools, and/or Specific Grade Spans):
All students		All Schools	
	0	R	
For Actions/Services included as contributing	to meeting the Increase	ed or Improved Service	es Requirement:
Students to be Served:	Scope of Services:		Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, School Unduplicated Student Group	· ·	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services	selection here]	[Add Location(s) selection here]
Actions/Services Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified 2018-19	d, or Unchanged for	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	New		[Add 2019-20 selection here]
2017-18 Actions/Services	2018-19 Actions/Servi	ces	2019-20 Actions/Services
	 School will hire 6 athlet Director, an Assistant AD, Director. School will offer compe athletic programming (6 texting) School will purchase un equipment School will purchase 1 to Defibrillator (AED) device 	and District Athletic etitive/comprehensive ams) niforms and sports	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$11,500	[Add amount here]
Source	[Add source here]	State Revenue	[Add source here]
Budget Reference	[Add budget reference here]	5899	[Add budget reference here]

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Action 9

Students to be Served:	Location	on(s):	
(Select from All, Students with Disabilities, or Specific Student Groups)		(Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All students	All schoo	ıls	
	OR		
For Actions/Services included as contributing	to meeting the Increased or Imp	proved Services Requirement:	
Students to be Served:	Scope of Services:	Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or L Unduplicated Student Group(s))	imited to (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection	here] [Add Location(s) selection here]	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unch 2018-19	anged for Select from New, Modified, or Unchanged for 2019-20	
[Add 2017-18 selection here]	New	[Add 2019-20 selection here]	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services	
	 School will hire 1.0 FTE Art Teac instruction to AIMS 6-8 students. School will hire 1.0 FTE Music Teart instruction to AIMS 6-8 students. School will purchase instruments related equipment for music class. 	[Describe the 2019-20 action/service here]	

 School will purchase art supplies and related equipment for art class. School will create two Visual Performing Arts performances per academic school year. School will design up to three Visual Performing Arts Elective Classes for the Academic School 	
Year.	

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$67,500	[Add amount here]
Source	[Add source here]	Local Revenue	[Add source here]
Budget Reference	[Add budget reference here]	1100, 4315, 4400, 4430	[Add budget reference here]

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: Location(s):		
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All students All Students		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Scope of Services: Location(s):			
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	New	[Add 2019-20 selection here]
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Students will be provided with Physical Education Uniforms and will dress out for PE.	[Describe the 2019-20 action/service here]
	Benches and floor mats will be installed in the middle school bathrooms to allow for students to change into their PE uniforms.	

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$5500	[Add amount here]
Source	[Add source here]	State Revenue	[Add source here]
Budget Reference	[Add budget reference here]	4315, 4430	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Identified Need

- 1. Additional support for students struggling in core subjects.
- 2. Additional support for English Language Learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Benchmarks	ELA: 45% Math: 55%	ELA: 50% Math: 65%	[Add outcome here]	[Add outcome here]
Retention Rates	2%	8%	[Add outcome here]	[Add outcome here]
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	ELA: 57.34% Math: 70.14%	[Add outcome here]	[Add outcome here]
Intervention minutes for students receiving a C-or below in core subjects	At least 60 minutes per week	At least 60 minutes per week		

Number of minutes students have computer access	At least 30 minutes per week	At least 30 minutes per week		
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action '

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	Location(s):		
(Select from All, Students with Disabilities, or Specific Stud	ent Groups) (Select from All Scho	ols, Specific Schools, and/or Specific Grade Spans):	
All	All schools		
	OR		
For Actions/Services included as contributing	to meeting the Increased or Improved S	Services Requirement:	
Students to be Served:	Scope of Services:	Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
Unchanged	Modified	[Add 2019-20 selection here]	
2017-18 Actions/Services 1. The Course of Study will be updated on an	2018-19 Actions/Services 1. The Course of Study will be updated of	2019-20 Actions/Services on an [Describe the 2019-20 action/service here]	

meet the UC 'a-g' requirements.	meet the UC 'a-g' requirements.
 The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials. 	
 Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum. 	 3. Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum. 4. The school will adopt new History, Spanish, and Mandarin textbooks for curriculum

Year	2017-18	2018-19	2019-20
Amount	\$16,785 PD \$2700	\$27,000	[Add amount here]
Source	LCFF, Title II	LCFF, Title II	[Add source here]
Budget Reference	4100, 5210, 8011, 8292	4100, 5210, 8011, 8292	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Location(s):			
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):			
All	All schools		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

(Select from English Learners, Foster Youth, and/or Low	
Income)	

Students to be Served:

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	[Add 2019-20 selection here]
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
 The school will continue to identify and provide standards-aligned instructional materials and resources. 	 The school will continue to identify and provide standards-aligned instructional materials and resources. 	[Describe the 2019-20 action/service here]
Students will attend academic field trips that are aligned with curriculum.	Students will attend academic field trips that are aligned with curriculum.	

Year	2017-18	2018-19	2019-20
Amount	\$6,000.00	\$14,000.00	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	4200, 5811	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: Location(s):		
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):		
All schools		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: Scope of Services: Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	[Add 2019-20 selection here]
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
 Purchase 40 additional Chromebooks to add to and maintain the pre-existing inventory. Actions: Student will have computer instruction at a minimum of 30 minutes/week. 	Purchase 30 additional Chromebooks to add to and maintain the pre-existing inventory. Purchase 1 additional computer cart to add to and maintain the pre-existing inventory. Actions: Student will have computer instruction at a	[Describe the 2019-20 action/service here]
	Student will have computer instruction at a minimum of 60 minutes/week.	

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	\$10,000.00	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	4430, 8011	4430, 8011	[Add budget reference here]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools
-----	-------------

OR

For Actions/Services included as contributing	to meeting the Increased or Improved Servic	es Requirement:
Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	[Add 2019-20 selection here]
Actions/Services Action: 1. Recruit 1 intervention teacher/academic support staff per 150 students. Service: 1. Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring	2018-19 Actions/Services Action: 1. Recruit 1 intervention teacher/academic support staff per 175 students. Service: 1. Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring	2019-20 Actions/Services [Describe the 2019-20 action/service here]
services up to twice a week. 2. One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.	services up to twice a week. 2. Students that are struggling to pass with grades C- and below in ELA and/or Math will be required to attend weekly Saturday Schools until they are at grade level 3. One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.	

Year	2017-18	2018-19	2019-20
Amount	See 1.3	See 1.3	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	2100, 2400, 8011	[Add budget reference here]

Action 5

Unchanged

Students to be Served:		Location(s):	
(Select from All, Students with Disabilities, or Specific Stud	dent Groups)	(Select from All Schools, S	pecific Schools, and/or Specific Grade Spans):
All	,	All schools	
	OR	R	
For Actions/Services included as contributing	to meeting the Increased	d or Improved Servi	ces Requirement:
Students to be Served:	Scope of Services:		Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]		[Add Location(s) selection here]
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19		Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
 Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards. Teachers will receive training on how to 	 Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards. Teachers will receive training on how to 	[Describe the 2019-20 action/service here]

[Add 2019-20 selection here]

Unchanged

Ī

Year	2017-18	2018-19	2019-20
Amount	See 1.1	See 1.1	[Add amount here]
Source	Title II	Title II	[Add source here]
Budget Reference	8292	8292	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic services

Priority 2: Implementation of state standards

Identified Need

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of fully credentialed teachers	84%	83.33%	[Add outcome here]	[Add outcome here]
Rate of teacher mis- assignments	0.01%	0.0%	[Add outcome here]	[Add outcome here]
Monthly collaboration meetings	70% of teachers will meet monthly	75% of teacher met monthly	[Add outcome here]	[Add outcome here]
Classroom observation rated based on TCRP framework Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards.	60% of teachers showed improvement from the 1st observation to the 2nd formal observation. During formal observation use of standards-aligned instructional materials is evident	65% of teachers showed improvement from the 1st observation to the 2nd formal observation. During formal observation use of standards-aligned instructional materials is evident		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing	to meeting the Increased or Improved Serv	vices Requirement:	
Students to be Served:	Location(s):	Location(s):	
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All, Students with Disabilities, or Specific Student Groups)		hools, Specific Schools, and/or Specific Grade Spans):	
All	All schools		
	OR		
For Actions/Services included as contributing	to meeting the Increased or Improved	Services Requirement:	
Students to be Served:	Scope of Services:	Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Services Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	or Select from New, Modified, or Unchanged for 2019-20	
Unchanged	Modified	[Add 2019-20 selection here]	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services	
Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators	Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel Administrators	1.	
The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:	The school will continue to increase the size, stability, and quality of the teacher applicant through targeted outreach and support, such	pool	
 Recruitment events hosted by colleges and universities with large percentages of minority students. 	 Recruit, develop and retain highly que teachers. 		
Regularly monitoring potential barriers to initial and continued employment of diverse candidates.	Recruitment events hosted by colleg universities with large percentages of minority students.	of	
Engaging in partnerships with other schools to promote the field of education and work	 Regularly monitoring potential barrie initial and continued employment of 		

|--|

Year	2017-18	2018-19	2019-20
Amount	\$2,100	\$694,883	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	1100, 8011, 3000	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served: Location(s):				
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):				
All schools				

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served: Scope of Services: Location(s):				
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)		
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]		

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	[Add 2018-19 selection here]	[Add 2019-20 selection here]
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students	Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students	[Describe the 2019-20 action/service here]
 The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 	The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student	

2. The school will continue to provide an

Induction Program for beginning teachers

teachers.

and interns.

Budgeted Expenditures

2. The school will continue to provide an Induction

Program for beginning teachers and interns.

Year	2017-18	2018-19	2019-20
Amount	\$4,000/year/teacher +140	\$25,000	[Add amount here]
Source	Title II, LCFF	Title II, LCFF	[Add source here]
Budget Reference	5210, 8292, 8011	5210, 8292, 8011	[Add budget reference here]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Location(s):			
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):			
All	all schools		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
New	Modified	[Add 2019-20 selection here]	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services	
All teachers will have the supplies needed to be able to perform in successful educational environment	All teachers will have the supplies needed to be able to perform in successful educational environment	[Describe the 2019-20 action/service here]	
All students will have all supplies needed to be able to thrive in school.	All students will have all supplies needed to be able to thrive in school.		
Purchased 10 laptops for teachers to use to support students.	Purchase laptops for teachers to use to support students.		
	Purchase whiteboard paint for Math and Science Classrooms		

Year	2017-18	2018-19	2019-20
Amount	\$9,000	\$80,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	4315, 8011	4315, 8011	[Add budget reference here]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Identified Need:

- 1. Improve overall family engagement.
- 2. Organized systems to encourage familial involvement.
- 3. Reduce chronic absenteeism.
- 4. Implement an after-school program

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate Survey - Safety	Student Survey: 81.6% Family Survey: 92.94%	Student Survey: 80.85% Family Survey: 94.54%	[Add outcome here]	[Add outcome here]

School Climate Survey - High Expectations	Family Survey: 82.35%	Family Survey: 93.49%	[Add outcome here]	[Add outcome here]
School Climate Survey - Meaningful Participation	Student Survey: 77.01% Family Survey: 83.52	Student Survey: 82.98% Family Survey: 95.55%	[Add outcome here]	[Add outcome here]
School enrollment patterns - returning students for next school year	96.00%	97.50%		
Promoting parent participation	Family Survey: 82.35%	Family Survey: 84.78%		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:					
Students to be Served:		Location(s):			
(Select from All, Students with Disabilities, or Specific Stud	lent Groups)	(Select from All Schools, Spe	cific Schools, and/or Specific Grade Spans):		
all		all schools			
	()R			
For Actions/Services included as contributing	to meeting the Increas	sed or Improved Service	es Requirement:		
Students to be Served:	Scope of Services:		Location(s):		
(Select from English Learners, Foster Youth, and/or Low Income)	•		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)		
[Add Students to be Served selection here]	[Add Scope of Services selection here]		[Add Location(s) selection here]		
Actions/Services					
Select from New, Modified, or Unchanged for 2017-18			Select from New, Modified, or Unchanged for 2019-20		
Unchanged	Unchanged		[Add 2019-20 selection here]		

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement.
- School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements.
- Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.
- Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.

- Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement.
- School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements.
- Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.
- Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1400	\$20,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

or Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served:	Scope of Services:	Location(s):		
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)		
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]		
Actions/Services				
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20		
New	Unchanged	[Add 2019-20 selection here]		
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services		
Translation and interpretation services will continue to be provided to facilitate effective communication,	Translation and interpretation services will continue to be provided to facilitate effective communication,	[Describe the 2019-20 action/service here]		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3500	\$5000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

Action 3

For Actions/Services not included as contributing	to meeting the Increased	or Improved Services Re	quirement:
Students to be Served:		Location(s):	
(Select from All, Students with Disabilities, or Specific Stud	lent Groups)	(Select from All Schools, Spe	cific Schools, and/or Specific Grade Spans):
All		All schools	
	0)R	
For Actions/Services included as contributing	to meeting the Increas	ed or Improved Service	es Requirement:
Students to be Served:	Scope of Services:		Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, School Unduplicated Student Group		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services	selection here]	[Add Location(s) selection here]
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified 2018-19	d, or Unchanged for	Select from New, Modified, or Unchanged for 2019-20
2017-18	2018-19		2019-20
Modified	Unchanged		[Add 2019-20 selection here]
2017-18 Actions/Services	2018-19 Actions/Serv	ices	2019-20 Actions/Services
 The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications). Mandatory teacher-parent conference at beginning of the school year. 	 The school will co communication strainely and easy are support, and resort Community partner and family engage continue to be cult expanded. Current, accurate, communication with to parents/guardial learning (e.g., Power and the communication of the communication of the communication with the communicat	ntinue to improve rategies and structures for ccess to information, urces. erships to support student ement and learning will tivated, sustained, and and timely ill continue to be provided ans regarding student werSchool, ParentSquare, automated calls, school	[Describe the 2019-20 action/service here]

- SST Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators.
- Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families.
- 7. Powerschool Access is provided to families to view student academic progress.

- 4. Mandatory teacher-parent conference at beginning of the school year.
- SST Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators.
- Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families.
- 7. Powerschool Access is provided to families to view student academic progress.

Year	2017-18	2018-19	2019-20
Amount	\$700	5,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	[Add 2019-20 selection here]
2017-18 Actions/Services 1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns. 2. Attendance personnel will meet with Deans monthly to review students that have chronic absenteeism and truancy.	2018-19 Actions/Services 1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns. 2. Attendance personnel will meet with Division Heads monthly to review students that have chronic absenteeism and truancy.	2019-20 Actions/Services [Describe the 2019-20 action/service here]

Year	2017-18	2018-19	2019-20
Amount	\$35,500	\$35,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Scope of Services: Location(s):			
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services

- FAC Family Advisory Committee meets to provide general support and voice to all families.
- 2. SSC School Site Council meets to provide input in school's planning, including SSD's.
- ELAC English Learner Advisory
 Committee meets in effort to provide support for English Language Learners and their families.
- 4. Wellness committee

2018-19 Actions/Services

- FAC Family Advisory Committee meets to provide general support and voice to all families.
- 2. SSC School Site Council meets to provide input in school's planning, including SSD's.
- ELAC English Learner Advisory
 Committee meets in effort to provide
 support for English Language Learners and
 their families.
- 4. Wellness committee

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$600	\$5000	[Add amount here]

Source	Title III/LCFF	Title III/LCFF	[Add source here]
Budget Reference	8293, 8011	8293, 8011	[Add budget reference here]

Action 6

Students to be Served:	Location(s):	
(Select from All, Students with Disabilities, or Specific Stud	` '	Schools, Specific Schools, and/or Specific Grade Spans):
all	all schools	
	OR	
For Actions/Services included as contributing	to meeting the Increased or Improve	d Services Requirement:
Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited Unduplicated Student Group(s))	to (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged 2018-19	for Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	[Add 2019-20 selection here]

1. This year we will be outsourcing our

\$350/\$150 per child depending on FRL

2. Parents will pay a monthly fee of

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

2018-19 Actions/Services

eligibility

afterschool program.

Budgeted Expenditures

2017-18 Actions/Services

Program

1. Phase II of After School Enrichment

hire 3 after school instructors

2. The After-School Enrichment Program will

3. Parents will pay a monthly fee of \$75/child

Year	2017-18	2018-19	2019-20
Amount	\$7,650.00	\$10,000	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	8011	8011	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 33,000.00	10 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The school's percentage for 2018-19 is 15%. Services and supports for unduplicated students (English Learners [EL], Foster Youth [FY] and Low Income [LI]) will be increased and improved by at least 10%, as compared to services and supports provided to all students. The school will meet this proportionality percentage through allocated supplemental and concentration funds. In addition, improved services will also be provided for focus students to promote equity and excellence for all students as described below.

Teachers, ELD coordinator, English Learner Support Teachers and Intervention Instructors will continue to analyze and discuss student progress by monitoring progress of English Learners (ELs) including long term English learners (LTELS) and reclassified students, SPED students and lower academically achieving students to determine short and longer term needs by assessments. Determine specific actions designed to accelerate language acquisition, to continuously analyze and evaluate EL/academic progress. The formative assessment cycle includes teachers and students setting goals to make progress toward the standard, and teachers and students using different assessment tools to monitor progress toward the goal. Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL) and reclassified students. Determine the short- and long-term needs of ELs and long term needs of IEP/504 students, and or students that are struggling academically. (Goal 1/Action.Service 1.1)

Restorative Justice Practices (RJP) is geared toward the principal benefit of unduplicated students by cultivating a healthy and safe learning environment. Many unduplicated students have experienced trauma in their lives, sometimes making it difficult to build trusting healthy relationships. RJP cultivates community on campuses with a focus on building strong relationships between students and district employees. Students are held accountable for their actions while giving them a high level of support to create a campus culture of learning and safety for all school community members. By using restorative techniques, students and teachers can share positive and challenging personal stories about their school experience which, in turn, helps build empathy and stronger relationships. Based on stories shared, students and teachers can support each other and there is a natural desire to create conditions for everyone to feel connected. RJP helps all students, especially unduplicated students, through empowerment by giving them the skills to use proactive and responsive communication tools that nurture a positive school climate and address conflict by honoring the voice of all stakeholders in a way that is safe, respectful, equitable, and ensures accountability. (Goal 2.1)

Wellness is principally directed toward the benefit of unduplicated students by providing access to a variety of essential health and wellness services designed and outlined within the Wellness Policy. Hopes are to create an environment of wraparound care for students, especially high-risk and the needlest student populations. Given the pervasive effects of trauma on health, and Wellness embraces the school community in the practice of Trauma Informed Care, Mindfulness, Restorative Practices and the use of evidence based research to achieve safety, health and well-being. (Goal/Action/Service 4.2)

Translation services are principally geared toward the needs of unduplicated students. This targeted service is specifically to support English Learner (EL) students and families through communication and engagement. (Goal 5 Action 2.1)

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- Total LEA General Fund Budget Expenditures for the LCAP Year: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year: This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in

the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP: Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- Total Projected LCFF Revenues for LCAP Year: This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or

"Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in 5 CCR Section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001;; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
 - 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 COE Only), and Coordination of Services for Foster Youth (Priority 10 COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in EC Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
American Indian Public Charter School	Maurice Williams, Head of School	maurice.williams@aimschools.org
		510-893-8701

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

American Indian Public Charter School is located in downtown Oakland. We serve <u>160</u> students. The school community prides itself on being family oriented. The overarching goal is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process aligns our resources and actions to serve our students in pursuit of this goal.

AIMS Mission Statement

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AIMS Credo

The Family: We are a family at AIM Schools.

The Goal: We are always working for academic and social excellence.

The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family.

AIMS Values

At AIMS we value:

Excellence - Commitment to excellence in all that we do

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable

Empathy - Recognition of dignity and worth of every human being

Family and Community - Building of family and community

Citizenship - Social awareness and justice that leads to action

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

LCAP Goals

- 1) Closing the Achievement Gap with High Expectations for All All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.
- 2) Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.
- 3) Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.
- 4) Teaching and Learning Effectiveness effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.
- 5) Parent and Community Engagement Parents and community members are engaged and work with the school to support student learning.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The LCAP serves as the school's annual work plan.

Key themes that are evident throughout the 2019- LCAP include:

- Whole Child Knowing
- Shared Responsibility
- Capacity Building
- Student Centered Approach
- Equity and Access
- Building Community
- Focus on student goals
- Family and Community Engagement, to reflect enhanced services that support all LCAP Goals

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

AIPCS has continuously this past year, increased the percentage of students meeting or exceeding standards on the CAASPP in English language arts in grades 6th-8th. Low-income student groups also had academic improvements in English language arts and/or mathematics. The expansion of the role of counselors to support our students socio-emotional wellness.

AIPCS was recognized by Innovate Public Schools as one of three schools in the Bay Area for eliminating the achievement gap among Low-Income African American students in Math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Our greatest needs have been academically preparing our English Learners and SpEd students who are new to the district. In addition, students that are new to the district may have longer commutes that have in turn affected chronic truancy and absenteeism rates. When a student first attends our school we strive to provide the proper tools to support students to ensure that they are performing at grade level.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

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

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English

Increased or Improved services

Plan which is aligned to the district's LCAP. Additional ways that AIPCS has increased or improved services include:

- Activities include expanding the number of school counselors, adding opportunities for original credit and credit recovery during math camp, increasing number of students serves in after school tutoring program by 25%, expanding family literacy and programs at Title I sites, and adding additional students and staff to Middle College program.
- Activities include targeted professional development on prioritizing standards, creating culturally responsive learning environments, utilizing restorative practices, improving the teaching of mathematics, and ELA standards and supporting the needs of long term English learners (LTELS) and SPED students with IEP/504 plans.
- Activities include expanding the number of community liaisons at school site and providing resources for families.

• Activities expanding the number of community liaisons at school site and providing regular training and expanding site and district parent education opportunities.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	1,679,445.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	2,697,798.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The California Education Code requires that local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating find for all LEAs and is divided into restricted and unrestricted resources. Restricted programs fulfill the requirements defined by the funding source and are not included with the LCAP unless they are specifically support the goals and services included in the document. For this reason, restricted expenditures (such as those in Title I, II, and III) are generally not included as part of LCAP expenditures unless specifically identified as a funding source. Any significant revisions to the LCAP will be developed in collaboration with the SSC (School Site Council) FAC (Family Advisory Committee) and the DLAC (District English Advisory Committee) and presented to the Board for approval.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	4,136,953.00

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Actual

EL Reclassification rates 15%	EL Reclassification rates >15%
ELs making at least one year's Progress in learning English 50%	ELs making at least one year's Progress in learning English >50%
ELs achieving Proficiency in English <5 yrs cohort: 26%; 5+ yrs cohort: 45%	ELs achieving Proficiency in English 5 years cohort: >26%; 5+ yrs cohort: >45%
California Assessment of Student Performance and Progress ELA: 54% Math: 74%	California Assessment of Student Performance and Progress ELA: 48% Math: 66%
Middle school dropout rate - 0.01%	0.0%
Benchmark Assessment Results – evaluation of student performance growth from 2nd benchmark result to 3rd benchmark result	Benchmark Assessment Results – evaluation of student performance growth from 2nd benchmark result to 3rd benchmark result
ELA: 6%	ELA: 6%
Math: 7%	Math: 7%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
 School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, Ellevation, etc.). 	 1.Benchmark exams were administered through the use of identified technology 2. Operations department supported Head to revise site-based assessments systems that promote a culture of revision and continuous improvement of student learning. 3.Dashboard was not implemented this 		
 Central office staff will support Division Heads and school staff to revise site-based assessments systems that promote a culture of revision and continuous improvement of student learning. 	 year. Data was monitored to measure progress 4.teacher team and planning took place. PD was used to support teachers in this effort. 5. Tutors worked daily with students. 		
 Continue to monitor and refine information that provides real time data, reporting and dashboards. 	Saturday school did not occur each Saturday but was implemented on a regular schedule. • 6.Math and ELA camp occurred for students new to AISM and	\$50,000	\$50,000
 Professional development will be given to improve teacher data analysis skills. Teachers will work collaboratively to develop more individualized learning plans, set goals, monitor progress and evaluate effectiveness of instruction. 	underperforming AIMS students.		
 6-8 grade students who are behind will be required to go to Academic Saturday School every Saturday for the school year. There will also be tutors working with students throughout the day in addition to our intervention aides. 			



Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures

Division Heads, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:

- Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students
- Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.
- Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes
- Determine the short and longer term needs of ELs
- Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)

- ELD department and Operations supported the Head in monitoring
- ELD Dept. provided teachers ELPAC results in the beginning of the school year. The ELD coordinator helped teachers use ELPAC scores to developed goals for students, monitor progress, and adjust instructional plans.
- Intervention services were provided to English Learners who were at the Emerging and Expanding Levels.
 Students were serviced 2-3x a week using the push-in and pull out model.
- Students who are new to the country were enrolled in a newcomers class, replacing the ELA course. Rosetta Stone accounts were given to all students with a newcomers status.
- ELAC and DELAC were held 4x each this school year. Some of the topics included ELPAC, ELD program, attendance,and parental involvement.
 Parents were introduced to the EL master plan. They will have an input on specific actions that will be placed in the master plan.
- The ELD dept. worked with teachers to determine the students who needed more support and are placed in Tier II and III.
- Grades 2-8 attends ELD after school tutoring 2x a week. Homework help is provided.

ELD dept. worked with Head to develop and implement EL plan

\$60,000

\$60.000

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
2.6 FTE intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. Maintain one academic intervention teacher/academic support staff per 150 students. Service: Students that are struggling to pass with grades C- and below in ELA and/or Math are provided pull-out for tutoring services up to twice a week by teacher and/or intervention aide. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math. Hire 1.4 FTE clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services. Hire up to 6 student tutors to help provide academic support to middle school students.	IAs were hired and met the role of intervention teacher/academic support. Clerkswere hired to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services. HS students were hired as academic support tutors	\$145,000	\$145,000

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
All students will receive academic advising and assistance with college readiness.	All students received academic advising. College readiness was included in overall school culture	\$20,000	\$7328

Action 5

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Recruit a Special Education Coordinator. Special Education Teacher and Special Education aide to support students that receive special education.	Special Education Coordinator was hired	\$23,800	\$23,800

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Annual Measurable Outcomes

Expected Actual

Student Attendance Rate: 97.3% ADA	Student Attendance Rate: 97.38%
School Climate Survey - Safety	School Climate Survey - Safety
Student Survey: 89.87%	Student Survey: 81%
Family Survey: 91.8%	Family Survey: 91%
School Climate Survey - High Expectations	School Climate Survey - High Expectations
Family Survey: 95.4%	Family Survey: 100%
School Climate Survey - Caring Relationships	School Climate Survey - Caring Relationships
Student Survey: 90.2%	Student Survey: 79%
Facilities Inspection Tool (percent at good or better): Good	Facilities Inspection Tool (percent at good or better): Good

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
 Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 	 Implementation and interventions between school sites were held to focus on the physical, social, emotional and behavioral health needs of students. 		
 Restorative practices and staff professional development to ensure effective implementation will continue. 	 Restorative practices and staff professional development to ensure effective implementation continued 	\$10,500	\$10,5000
Recruit .5 Restorative Justice Coordinators	 Dean of student served as Restorative Justice Coordinator 		
Facilitate professional development for teachers	Facilitate professional development for teachers		
5. Continuation of Restorative Justice	 Restorative Justice Saturday School 		

Saturday School geared towards students with chronic disciplinary	geared towards students with chronic disciplinary concerns continued.	
concerns.		

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
The school will provide counseling, services that address student social and emotional needs.	School counselor was hired and provided counseling, services that address student social and emotional needs.	\$20,000	\$20,000

Action 3

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
The school will provide health and wellness services to students. The school will continue to implement its comprehensive wellness policy and action plan. The school will provide female hygiene products	Health and wellness services to students The school continued to implement its comprehensive wellness policy and action plan. The school provided female hygiene products	\$7000	\$7,000

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures

1.	School will hire a full-time staff that would escort classes to physical education sites and escort them back to the school.	 School provided a full-time staff that escorted classes to physical education sites and escort them back to the school. 		
2.	Staff would secure the building during pick up time after school.	 Staff secured the building during pick up time after school. 	\$25,000	\$25,000
3.	School will provide safe transportation to students for sports, field trip and other school related activities.	 School purchased vans to provide safe transportation to students for sports, field trip and other school related activities. 		

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
School Support Staff and Resources - All Students 1. The school will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. 2. The school will continue to provide staff with general supplies and operating expenses.	 The school recruited, hired, and trained effective clerical and support staff who promoted a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. The school continued to provide staff with general supplies and operating expenses. 	\$75,000	\$75,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
 Healthy and Nutritious Meals - All Students The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. The school will continue its existing programs to ensure students are well-nourished and prepared to learn. 	 The school continued to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines. The school continued its existing programs to ensure students are well-nourished and prepared to learn. 	\$53,000	\$53,000

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
 Attractive, Clean and Well Maintained Schools - All Students The school will continue to be clean and inviting. The school will continue to be well maintained and in good repair. The school will continue to be provided with necessary supplies and utilities. The school will continue to operate in a sustainable and environmentally responsible manner. Training and updates will continue to be provided to ensure well-prepared and informed staff. The school will continue to be compliant 	 The school continued to be clean and inviting. The school continued to be well maintained and in good repair. The school continued to be provided with necessary supplies and utilities. The school continued to operate in a sustainable and environmentally responsible manner. Training and updates continued to be provided to ensure well-prepared and informed staff. The school continued to be compliant in all annual facility and safe school inspections. 	\$50,000	\$50,000

in all annual facility and safe school inspections.

Action 8

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
 School will hire 6 athletic coaches, one Athletic Director, an Assistant AD, and District Athletic Director. School will offer competitive/comprehensive athletic programming (6 teams) School will purchase uniforms and sports equipment School will purchase 1 Automated External Defibrillator (AED) device 	 1. School will hired athletic coaches, one Athletic Director, an Assistant AD, and District Athletic Director. 2. School offered competitive/comprehensive athletic programming (6 teams) 3. School will purchased uniforms and sports equipment 4. School will purchased Automated External Defibrillator (AED) devices 	\$11,500	\$11,500

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
 School will hire 1.0 FTE Art Teacher to teach art instruction to AIMS 6-8 students. 2. School will hire 1.0 FTE Music Teacher to teach art instruction to AIMS 6-8 students. 3. School will purchase instruments and music related equipment for music class. 4. School will purchase art supplies and related equipment for art class. 5. School will create two Visual Performing Arts performances per academic school year. 6. School will design up to three Visual Performing Arts Elective Classes for the Academic School Year. 	 School hired 1.0 FTE Art Teacher to teach art instruction to AIMS 6-8 students. 2. School hired 1.0 FTE Music Teacher to teach art instruction to AIMS 6-8 students. 3. School purchased instruments and music related equipment for music class. 4. School purchased art supplies and related equipment for art class. 5. School created Visual Performing Arts performances per academic school year. 6. School designed up to three Visual Performing Arts Elective Classes for the Academic School Year. 	\$67,500	\$67,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
 Students will be provided with Physical Education Uniforms and will dress out for PE. 	Students were provided with Physical Education Uniforms and dressed out for PE.		
 Benches and floor mats will be installed in the middle school bathrooms to allow for students to change into their PE uniforms. 	 Benches and floor mats were installed in the middle school bathrooms and allowed for students to change into their PE uniforms. 	\$5,500	\$5,500

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Annual Measurable Outcomes

Expected Actual

Benchmarks	Benchmarks
ELA: 45%	ELA: 45%
Math: 55%	Math: 55%
Retention Rates	Retention Rates
2%	5%
California Assessment of Student Performance and Progress	California Assessment of Student Performance and Progress

"ELA: 50% Math: 70%"	ELA: 48.13% Math: 65.94%
Intervention minutes for students receiving a C- or below in core subjects At least 60 minutes per week	Intervention minutes for students receiving a C- or below in core subjects At least 60 minutes per week
Number of minutes students have computer access At least 30 minutes per week	Number of minutes students have computer access At least 30 minutes per week

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.	The Course of Study was updated on to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.		
 The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials. 	 The school continued to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials. 	\$27,000	\$27,000
 Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum. The school will adopt new History, Spanish, and Mandarin textbooks for curriculum 	 Professional development and evaluation cycles were strengthened across the school to ensure effective implementation of curriculum. The school adopted new History, Spanish, and Mandarin textbooks for curriculum 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
 The school will continue to identify and provide standards-aligned instructional materials and resources. 	 The school continued to identify and provide standards-aligned instructional materials and resources. 	\$14,000	\$14,000
Students will attend academic field trips that are aligned with curriculum.	 Students attended academic field trips that were aligned with curriculum. 		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
 Purchase 30 additional Chromebooks to add to and maintain the pre-existing inventory. Purchase 1 additional computer cart to add to and maintain the pre-existing inventory. Actions:	 30 additional Chromebooks were purchased to add to and maintain the pre-existing inventory. 1 additional computer cart was purchased to add to and maintain the pre-existing inventory. 	\$10,000	\$10,000
Student will have computer instruction at a minimum of 60 minutes/week.	 Actions: Student had computer instruction at a minimum of 60 minutes/week. 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action: 1. Recruit 1 intervention teacher/academic support staff per 175 students.	 Recruited 1 intervention teacher/academic support staff per 175 students. 		
 Service: 1. Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week. 2. Students that are struggling to pass with 	 Students that were struggling to pass with grades C- and below in ELA and/or Math were provided push in and pull-out tutoring services up to twice a week. 	See Goal 1 Action 3	See Goal 1 Action 3

	grades C- and below in ELA and/or Math will be required to attend weekly Saturday Schools until they are at grade level	with grades and/or Math	at were struggling to pass C- and below in ELA were required to attend hools until they were at	
3.	One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.	school to stu	tutoring is provided after idents that are struggling grades C- and below in Math.	

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
 Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards. Teachers will receive training on how to effectively assess student data. 	 Teachers will effectively used student assessment data to plan intervention for those students that were not meeting the standards. Teachers received training on how to effectively assess student data. 	See Goal 1 Action 1	See Goal 1 Action 1

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Annual Measurable Outcomes

Expected Actual

Percentage of fully credentialed teachers - 84%	Percentage of fully credentialed teachers - 83.33%
Rate of teacher mis-assignments - 0.01%	Rate of teacher mis-assignments - 0.00%
Monthly collaboration meetings - 70% of teachers will meet monthly	Monthly collaboration meetings - 80% of teachers will meet monthly
Classroom observation rated based on TCRP framework 60% of teachers showed improvement from the 1st observation to the 2nd formal observation.	CIClassroom observation rated based on TCRP framework 65% of teachers showed improvement from the 1st observation to the 2nd formal observation.
Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards.	Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators	 Recruited, developed and retained highly qualified teachers. Recruitment events were hosted by 		
The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:	 colleges and universities. Regularly monitored potential barriers to initial and continued employment of diverse candidates. Engaged in partnerships with other 	\$694,993	\$694,993
 Recruit, develop and retain highly qualified teachers. 	schools to promote the field of education and work toward national solutions to the teacher shortage and		
Recruitment events hosted by colleges and universities with large percentages	developing a purposeful plan to market education as a premier profession.		

of minority students. 3. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. 4. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.		
	Regularly monitoring potential barriers to initial and continued employment of diverse candidates. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market	

Planned	Actual	Budgeted	Estimated Actual Expenditures
Actions/Services	Actions/Services	Expenditures	
Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students 1. The school will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 2. The school will continue to provide an Induction Program for beginning teachers and interns.	 3. The school continued to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. 4. The school continued to provide an Induction Program for beginning teachers and interns. 	\$25,000	\$25,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers will have the supplies needed to be able to perform in successful educational environment	All teachers had the supplies needed to be able to perform in successful educational environment	\$80,000	\$80,000
All students will have all the supplies needed to be able to thrive in school.	All students had all the supplies needed to be able to thrive in school.		

Purchase laptops for teachers to use to support students.	Laptops were purchased for teachers to use to support students.	
Purchase whiteboard paint for Math and Science Classrooms	Whiteboard paint for Math and Science Classrooms was purchased and applied	

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Annual Measurable Outcomes

Expected Actual

School Climate Survey - Safety Student Survey: 81.6% Family Survey: 92.94%	School Climate Survey - Safety Student Survey: 81% Family Survey: 91%
School Climate Survey - High Expectations Family Survey: 82.35%	School Climate Survey - High Expectations Family Survey: 100%
School Climate Survey - Meaningful Participation Student Survey: 77.01% Family Survey: 83.52	School Climate Survey - Meaningful Participation Student Survey: 73% Family Survey: 82%
School enrollment patterns - returning students for next school year 96.00%	School enrollment patterns - returning students for next school year 96.00%
Promoting parent participation Family Survey: 82.35%	Promoting parent participation Family Survey: 86%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual school family surveys will be conducted to identify strengths and areas for improvement in family engagement.	 Annual school family surveys were conducted to identify strengths and areas for improvement in family engagement. 		
 School/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to school goals and federal and state requirements. 	 School/parents/guardians created a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned them to school goals and federal and state requirements. 		
 Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home. 	 Parent information and trainings were provided to families so they could access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home. 	\$20,000	\$20,000
4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.	 Parents were educated regarding Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups. 		

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures

Translation and interpretation services will continue to be provided to facilitate effective	Translation and interpretation services were continued to be provided and facilitated	\$5,000	¢ 5,000
communication, engagement, and participation	effective communication, engagement, and	\$5,000	\$5,000
for all stakeholders.	participation for all stakeholders.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
 The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications). Mandatory teacher-parent conference at the beginning of the school year. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 	 The school continued to improve communication strategies and structures for timely and easy access to information, support, and resources. Community partnerships to supported student and family engagement and learning continued to be cultivated, sustained, and expanded. Current, accurate, and timely communication continued to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications). Mandatory teacher-parent conference at the beginning of the school year were held. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consisted of faculty, families, students, and administrators. Regular correspondence occurred through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 	\$5,000	\$5,000

- Powerschool Access is provided to families to view student academic progress.
- Powerschool Access was provided to families to view student academic progress.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
 SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns. Attendance personnel will meet with Division Heads monthly to review students that have chronic absenteeism and truancy. 	 [SART –The Student Attendance Review Team (SART) acted as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) was to understand the reasons why students, at a site level, were not attending school and connected students and families to school and community resources to address these absence concerns. Attendance personnel met with Division Heads monthly to review students that have chronic absenteeism and truancy. 	\$35,000	\$35,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
FAC - Family Advisory Committee meets to provide general support and voice to all families.	 FAC - Family Advisory Committee was restructured to provide general support and voice to all families. Meetings were not consistent. 		
 SSC - School Site Council meets to provide input in school's planning, including SSD's. 	 SSC - School Site Council met to provide input in school's planning, including SSD's. this became the 	5,000	5,000
ELAC – English Learner Advisory Committee meets in effort to provide	LCAP advisory Committee.		

support for English Language Learners and their families. 4. Wellness committee	ELAC – English Learner Advisory Committee met in an effort to provide support for English Language Learners and their families.
	Wellness committee met

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
 This year we will be outsourcing our afterschool program. 	 This year afterschool program was outsourced to BACR 		
 Parents will pay a monthly fee of \$350/\$150 per child depending on FRL eligibility 	 Parents will paid a monthly fee of \$350/\$150 per child depending on FRL eligibility 	10,000	10,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Many of these goals are modifications, aimed at improving our current high expectations, school environment, college readiness, teaching/learning effectiveness, and parent/community engagement.

All actions and services were implemented with fidelity and served as additional building blocks for AIPCS work over the years to cultivate cultures of collective care and high academic achievement. AIPCS will focus its efforts in all LCAP Goals, specific in Positive School Environment, Climate, and Culture with strategies toward building student Agency, including social-emotional learning, positive school culture, youth advocacy and empowerment, programming sustainability, and community partnerships.

The goal continues to ensure that every student receives the supports they need to access educational content as effectively as possible. To ensure SPED services are provided to students along with services outlined within IEP/504 plans. The integration and ongoing collaboration of departments within integrated youth services will be critical to collectively promote cultures of collective care and continuing to building agency by knowing student strengths, interests and

values, getting to know who they are, how they learn and connect best to content as they achieve college, career readiness while maintaining high academic achievement.

Goal 1: In comparing data from 2016-2017 to 2017-2018 school year, CAASPP results show an increase in growth in ELA by 6% and MATH by 4.40% of our student population. The goal indicated that there would be a projected increase of 50% of students, "Exceeding Standard" would increase one level within their achievement level. AIPCS will continue to monitor and track progress of students to ensure actual goals is carried and met for student achievement.

Goal 2: According to school climate survey 81% of students feel safe, 79% of students feel cared for and supported emotionally within school environment. Overall implementation of actions have successfully supported school climate, culture and support of the whole child. AIPCS will continue adopt and implement current action plan and addressing student needs as a priority.

Goal 3: Teachers implemented lessons and structures that aligned with Next Generation Science (NGSS) and common core standards as outlined within the planned action and services. Teachers received PD on curriculum to ensure planed goals were met in addressing preparation for college readiness specific within Math and ELA. To address teacher effectiveness, three evaluations (TCRP) were conducted and immediate feedback provided to enhance academic instruction.

Goal 4: Offering high quality education to our students but ensuring teachers are hired within a diverse candidate pool specific to Math, Science and SPED background. Track retention of staffing and monitor potential barriers to employment.

Goal 5: AIPCS will continue to survey and track data and feedback from stakeholders and students to ensure recommendations are considered within school programming and educational instructional effectiveness. Continue to build community partnerships to support students and families with resources.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goals this year were set for high academic achievement. The actions were performed in a strategically efficient manner to ensure maximum effectiveness. Staff members had set schedules with goals which were reached by constant assessment and evaluation. A major part of our success was the utilization of additional staff members to support with tutoring throughout the day. This took place before, during, and after school. This is why we saw an increase in clerical and support staff in our actual expenditures.

We hired extra support staff to cover clerical duties while these employees tutored. This was also in addition to our 6 intervention aides. This number has been the highest number of aides that we have ever had to provide daily support. Our aides provided push-in and pull out services, supported teachers with lesson plan development, and assessing the academic levels of students to increase academic achievement specifically in Math and ELA. The effectiveness of the actions/services made an impact on student achievement as indicated by CAASPP scores and the district's CA Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences come from the fact that we did not adopt any new programs, instead we provided materials to supplement those programs that are currently in place.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes were not made to the overall goals, however expected outcomes differed depending on changes to actions and services to meet the needs of our students, program development and district needs to achieve success. As mentioned above, we made progress modifying and focusing these programs, but realize that this work will continue.

Stakeholder Engagement

LCAP Year: 2019-2020

The LEA consulted with various stakeholders throughout the course of the school year.

School Site Council convened bimonthly and submitted input tools to indicate feedback and projected expectations for LCAPs. Input during Family Advisory Committee convenings were also noted in gathering stakeholder input. ELAC/DELAC input were considered. Annual parent/student surveys were compiled for consideration on the LCAP.

Finally, curriculum committee, professional development, and division-head initiated surveys gave opportunities for teachers to offer feedback to AIPCS administration.

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The LEA engaged with various stakeholders as part of the planning process for the LCAP. These engagements included monthly Family Advisory Council (FAC) and School Site Council (SSC) meetings, the LCAP Advisory Council, and parent, teacher, staff, and student surveys which solicited feedback and potential recommendations for future LCAP goals.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

By consulting with all stakeholders, we were able to get input on how and where to best allocate our resources to meet our overall goal of efficiency and increased student achievement. For example, new ELA, History, and Foreign Language curriculum was adopted to address potential shortfalls in academic programming. Additionally, our Visual and Performing Arts program was vastly expanded to include new Music and Art classes for middle school students. Additional emphasis was placed on hiring more intervention instructors, which expanded capacity for supporting students that were not performing at grade level.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need:

Numerous metrics indicate a need to close the achievement gap for all underperforming student groups and ensure that all students are achieving. School data indicate that persistent gaps exist among student groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Reclassification Rate	15%	ELPAC Baseline	ELPAC Baseline + 10%	ELPAC Baseline + 15%
ELs making at least one year's progress in learning English	50%	ELPAC Baseline	ELPAC Baseline + 10%	ELPAC Baseline + 15%
ELs achieving proficiency in English	<5 yrs cohort: 26% 5+ yrs cohort: 45%	ELPAC Baseline	<5 yrs cohort: 40% 5+ yrs cohort: 50%	<5 yrs cohort: 40% 5+ yrs cohort: 50%
California Assessment of Student Performance and Progress	ELA: 50% Math: 70%	ELA: 57.34% Math: 70.14%	ELA: 48.13% Math: 65.94%	ELA: 50% Math: 67%
Middle school dropout rate	0.01%	0.01%	0.0%	0.0%
Benchmark Assessment Results – evaluation of student performance growth from 2nd benchmark result to 3rd benchmark result	ELA: 4% Math: 5%	ELA: 5% Math: 6%	ELA: 6% Math: 7%	ELA: 7% Math: %

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

g to meeting the Increased	•	equirement:
	Location(s):	
lent Groups)	(Select from All Schools, Spe	cific Schools, and/or Specific Grade Spans):
	LEA	
C)R	
g to meeting the Increas	sed or Improved Service	ces Requirement:
Scope of Services:		Location(s):
•		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Schoolwide		All Schools
Select from New, Modified 2018-19	d, or Unchanged for	Select from New, Modified, or Unchanged for 2019-20
Modified		Modified
	ices	2019-20 Actions/Services
School will use formative teachers develop goals for progress, and adjust instruction the year. Benchmarks will greater frequency (Illuminates.). Central office staff will seand school staff to revise seystems that promote a cucontinuous improvement of the school staff. Continue to monitor and the school staff.	re assessments to help restudents, monitor suctional plans throughout be administered with ate, ESGI, Ellevation, support Division Heads site-based assessments alture of revision and of student learning.	 School will continue to use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, Ellevation, etc.). Central office staff will support Division Heads and school staff to revise site-based assessments systems that promote a culture of revision and continuous improvement of student learning. Continue to monitor and refine information that provides real time data, reporting and dashboards.
	g to meeting the Increase Scope of Services: (Select from LEA-wide, School Unduplicated Student Group Schoolwide Select from New, Modified 2018-19 Modified 2018-19 Actions/Serv 1. School will use formative teachers develop goals for progress, and adjust instructive year. Benchmarks will greater frequency (Illuminate). 2. Central office staff will seand school staff to revise seystems that promote a cucontinuous improvement of the school staff to monitor and the school school staff to monitor and the school school staff to monitor and the school school school school staff to monitor and the school	LEA OR g to meeting the Increased or Improved Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) Schoolwide Select from New, Modified, or Unchanged for 2018-19 Modified 2018-19 Actions/Services 1. School will use formative assessments to help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Benchmarks will be administered with greater frequency (Illuminate, ESGI, Ellevation,

dashboards		
	4. Professional development will be given to improve teacher data analysis skills. Teachers will work collaboratively to develop more individualized learning plans, set goals, monitor progress and evaluate effectiveness of instruction.	4. Professional development will be given to improve teacher data analysis skills. Teachers will work collaboratively to develop more individualized learning plans, set goals, monitor progress and evaluate effectiveness of instruction.
	5. 6-8 grade students who are behind will be required to go to Academic Saturday School every Saturday for the school year. There will also be tutors working with students throughout the day in addition to our intervention aides.	5. 6-8 grade students who are behind will be required to go to Academic Saturday School every Saturday for the school year. There will also be tutors working with students throughout the day in addition to our intervention aides.
	6.New students entering our system along with students who are behind grade level will be required to attend an intensive Math and ELA camp during the summer. This will be taught by classroom teachers and other staff.	6. New students entering our system along with students who are behind grade level will be required to attend an intensive Math and ELA camp during the summer. This will be taught by classroom teachers and other staff.
		7. Student data boards will be displayed in the classroom so students can track their success with the standards in both ELA and Math.

Year	2017-18	2018-19	2019-20
Amount	\$1,600	\$50,000	\$70,000
Source	LCFF	LCFF	LCFF, Title II
Budget Reference	8011	8011	1300, 2900, 8011

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Student Groups		

School

OR

I OI ACIOI	of Actions/Services included as contributing to meeting the increased of improved Services Requirement.		
Students	to be Served:	Scope of Services:	Location(s):
(Select from	English Learners, Foster Youth, and/or Low	(Select from LEA-wide, Schoolwide, or Limited to	(Select from All Schools, Specific Schools, and/or Specific
Income)		Unduplicated Student Group(s))	Grade Spans)

English Learners Schoolwide All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services

Deans, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:

- Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students
- Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.
- Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes
- Determine the short and longer term needs of ELs
- Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)

2018-19 Actions/Services

Division Heads, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:

- Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students
- Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.
- Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes
- Determine the short and longer term needs of ELs
- Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)

2019-20 Actions/Services

Division Heads, ELD coordinator, English Learner Support Teachers, classroom teachers will continue to analyze and discuss student progress to:

- Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students
- Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.
- Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes
- Determine the short and longer term needs of FI s

Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)
Rosetta Stone Accounts will be purchased for all students

Year	2017-18	2018-19	2019-20
Amount	\$33,000	\$60,000	\$72,000
Source	Title III/LCFF	Title III/LCFF	Title III/LCFF; Measure G1
Budget Reference	8293, 8011	8293, 8011	8293, 8011

Action 3

2017-18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Location(s):			
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):			
All Schools			

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served:	Scope of Services:	Location(s):		
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)		
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]		
Actions/Services				
Select from New, Modified, or Unchanged for	Select from New, Modified, or Unchanged for	Select from New, Modified, or Unchanged for		

2019-20

2018-19

New	Modified	Modified
2017-18 Actions/Services Action: Maintain current intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. One academic intervention teacher/academic support staff per 150 students. Service: Students that are struggling to pass with grades C-and below in ELA and/or Math are provided pull-out tutoring services up to twice a week. Service: One	2018-19 Actions/Services Action: 2.6 FTE intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. Maintain one academic intervention teacher/academic support staff per 150 students. Service: Students that are struggling to pass with grades Cand below in ELA and/or Math are provided pull-out for tutoring services up to twice a week by teacher	2019-20 Actions/Services Action: 2.5 FTE intervention teachers/ academic support staff and implement an additional five hours of professional development per semester. Maintain one academic intervention teacher/academic support staff 100 per students. Service: Students that are struggling to pass with grades Cand below in ELA and/or Math are provided pull-out for tutoring services up to twice a week by teacher
hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.	and/or intervention aide. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA	and/or intervention aide. Service: One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA
Hire 4 additional clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.	and/or Math. Hire 1.4 FTE clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.	and/or Math. Hire 3 FTE clerks to supervise lunch and after school activities in order to make intervention aides available for professional development/additional services.
	Hire up to 6 student tutors to help provide academic support to middle school students.	Hire up to 8 student tutors to help provide academic support to middle school students.

Year	2017-18	2018-19	2019-20
Amount	\$70,200	\$145,000	\$175,000
Source	Title I, Title II, LCFF	Title I, Title II, LCFF	Title I, Title II, LCFF
Budget Reference	8292, 8011, 8291	2100, 2400, 8292, 8011, 8291	2100, 2400, 8292, 8011, 8291

For Actions/Services not included a		.1 T 1 T	10 · D ·
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Students to be Served: Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Scope of Services: Location(s):			
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-10	2010-19	2013-20
New	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All students will receive academic advising and assistance with college readiness.	All students will receive academic advising and assistance with college readiness.	All students will receive academic advising and assistance with college readiness.

Year	2017-18	2018-19	2019-20
Amount	\$12,753	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	8011	8011	8011

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Location(s):			
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):			
Students with Disabilities	All schools		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served:	Scope of Services:	Location(s):		
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)		
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]		
Actions/Services				
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20		
	New	Unchanged		
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services		
	Recruit a Special Education Coordinator.	Special Education Coordinator, Special Education		
	Special Education Teacher and Special Education aide to support students that receive special education.	Teacher, and Special Education aide to support students that receive special education.		

Year	2017-18	2018-19	2019-20
Amount		\$23,800	\$30,000
Source	[Add source here]	State revenue	State revenue

Budget	[Add budget reference here]	1100, 2100	1100, 2100
Reference			

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Entire Child - provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement

Priority 6: School Climate

Identified Need:

To provide positive and supportive learning environments for students in schools that are safe, clean, and inviting and increase attendance and sense of well-being. An analysis of school data indicate that the school is well-maintained and inviting, but there are areas of need that must be continually monitored and addressed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Attendance Rate	97% ADA	97.6% ADA	97.38% ADA	97% ADA
School Climate Survey	Student Survey: 81.6%	Student Survey: 80.85%	Student Survey: 81%	Student Survey: 83%
- Safety	Family Survey: 92.94%	Family Survey: 94.56%	Family Survey: 91%	Family Survey: 92%
School Climate Survey - High Expectations	Family Survey: 82.35%	Family Survey: 93.48%	Family Survey: 100%	Family Survey: 100%
School Climate Survey - Caring Relationships	Student Survey: 79.31%	Student Survey: 79.38%	Student Survey: 79%	Student Survey: 80%
Facilities Inspection Tool (percent at good or better)	Good	Good	Good	Good

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served: Location(s):				
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):				
All [Add Location(s) selection here]				

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served: Scope of Services: Location(s):				
(Select from English Learners, Foster Youth, and/or Low Income) (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) (Select from All Schools, Specific Schools, and/or Schools, an				
LEA Wide All schools				

Actions/Services

Select from New, Modified, or Unchanged for

5. Continuation of Restorative Justice class and Restorative Justice Saturday School

geared towards at risk youth.

2017-18	2018-19	2019-20
New	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
 Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students. 	1. Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students.	Implementation and interventions between school site to focus on the physical, social, emotional and behavioral health needs of students.
Restorative practices and staff professional development to ensure effective implementation will continue.	2. Restorative practices and staff professional development to ensure effective implementation will continue.	2. Restorative practices and staff professional development to ensure effective implementation will continue.
Recruit a Restorative Justice Coordinator	3. Recruit .5 Restorative Justice Coordinators	Facilitate professional development for teachers
Facilitate professional development for teachers	4. Facilitate professional development for teachers5. Continuation of Restorative Justice Saturday	4. Continuation of Restorative Justice Saturday School geared towards students with chronic disciplinary concerns.

School geared towards students with chronic

disciplinary concerns.

Select from New, Modified, or Unchanged for

Select from New, Modified, or Unchanged for

5. AIPCS I will weekly Restorative Justice Saturday

6. AIPCS I will fully implement PBIS program

7. AIPCS I will hire a Dean of Students

Schools

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$10,500	\$80,000
Source	LCFF, Title II	LCFF, Title II	LCFF, Title II, Measure G1
Budget Reference	8011, 9292	1100, 1200, 8011, 9292	1100, 1200, 1300, 8011, 9292

For Actions/Services not included a		.1 T 1 T	10 · D ·
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TOU ACHOUS/SELVICES HOLHICIDIED A	2 COURTINATING TO INCCINIS	THE HICLEASED OF TH	IDIOVEG SELVICES ISCULITEIDED.
	5 • 0110110 010111 _D • 0 111• • 0111 _D	***************************************	1910 (0 0 0 0 1 1 1 0 0 0 1 1 0 0 0 0 1 1 0 1 1 1 0 1 1 1 0 1 1 1 0 1 1 1 0 1 1 1 0 1

Students to be Served: Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served: Scope of Services: Location(s):				
(Select from English Learners, Foster Youth, and/or Low	(Select from LEA-wide, Schoolwide, or Limited to	(Select from All Schools, Specific Schools, and/or Specific		
Income) Unduplicated Student Group(s)) Grade Spans)				

[Add Students to be Served selection here] LEA-wide [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services 2018-19 Actions/Services 2019-20 Actions/Services

- The school will provide counseling, services that address student social and emotional needs.
- 1. The school will provide counseling, services that address student social and emotional needs.
- 1. The school will provide counseling, services that address student social and emotional needs.

Year	2017-18	2018-19	2019-20
Amount	\$14,280.00	\$20,000	\$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	1200, 8011	1200, 8011	1200, 8011

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served:		Location(s):		
(Select from All, Students with Disabilities, or Specific Stud	dent Groups)	(Select from All Schools, Spe	ecific Schools, and/or Specific Grade Spans):	
All		All Schools		
	()R		
For Actions/Services included as contributin	g to meeting the Increa	sed or Improved Service	ces Requirement:	
Students to be Served: Scope of Services: Location(s):			Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	·		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]		[Add Location(s) selection here]	
Actions/Services				
Select from New, Modified, or Unchanged for 2017-18	·		Select from New, Modified, or Unchanged for 2019-20	
New	Modified		Unchanged	
2017-18 Actions/Services	2018-19 Actions/Serv	ioos	2019-20 Actions/Services	
The school will provide health and wellness	The school will provide he		The school will provide health and wellness	
services to students.	services to students.	aitii aiiu weiiiiess	services to students.	
The school will continue to implement its comprehensive wellness policy and action plan.	The school will continue to comprehensive wellness p	•	The school will continue to implement its comprehensive wellness policy and action plan.	
	The school will provide fe	male hygiene products.	The school will provide female hygiene products.	

Year	2017-18	2018-19	2019-20
Amount	\$1170	\$7000	\$7500
Source	LCFF/Title I	LCFF/Title I	LCFF/Title I

(Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	8011, 8291	4315, 8011, 8291		
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Ground All For Actions/Services included as contributing to measure Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here] [Add Students to be Served selection here] Actions/Services Select from New, Modified, or Unchanged for 2017-18 New Modified 2017-18 Actions/Services 1. School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school 2. Security guard would secure the building during pick up time after school. 3. Sch	Action 4			
(Select from All, Students with Disabilities, or Specific Student Ground All For Actions/Services included as contributing to measure Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here] [Add Students to be Served selection here] Actions/Services Select from New, Modified, or Unchanged for 2017-18 New Modified 2017-18 Actions/Services 1. School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school 2. Security guard would secure the building during pick up time after school. 3. Sch	ing the Increased or Improved Services Red	quirement:		
For Actions/Services included as contributing to me Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here] Actions/Services Select from New, Modified, or Unchanged for 2017-18 New Modified 2017-18 Actions/Services 1. School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school 2. Security guard would secure the building during pick up time after school. 3. Sch	Location(s):			
For Actions/Services included as contributing to me Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	(Select from All Schools, Speci	fic Schools, and/or Specific Grade Spans):		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	All schools			
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	OR			
(Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here] [Add Students to Unduption of Select 2018-12 [Add Students to be Served selection here] eting the Increased or Improved Service	s Requirement:			
Income) [Add Students to be Served selection here] Actions/Services Select from New, Modified, or Unchanged for 2017-18 New Modified 2017-18 Actions/Services 1. School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school 2. Security guard would secure the building during pick up time after school. 3. Sch	of Services:	Location(s):		
Actions/Services Select from New, Modified, or Unchanged for 2017-18 New Modified 2018-19 1. School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school 2. Security guard would secure the building during pick up time after school. 3. Sch		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)		
Select from New, Modified, or Unchanged for 2017-18 New	cope of Services selection here]	All schools		
2017-18 Actions/Services 1. School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school 2. Security guard would secure the building during pick up time after school. 3. Sch		Select from New, Modified, or Unchanged for 2019-20		
 School will hire a full-time security guard that would escort classes to physical education sites and escort them back to the school Security guard would secure the building during pick up time after school. School 1. School classe back to the school 2. Staff time after school. 	d	Modified		
	ol will hire a full-time staff that would escort to physical education sites and escort them the school. would secure the building during pick up er school. ol will provide safe transportation to s for sports, field trip and other school activities.	2019-20 Actions/Services 1. School will hire full-time staff that would escort classes to physical education sites and escort them back to the school. 2. Staff would secure the building during pick up time after school. 3. School will provide safe transportation to students for sports, field trip and other school related activities. 4. Security cameras and systems will be put up to		

	hours.

2017-18 Actions/Services

School Support Staff and Resources - All Students

1. The school will recruit, hire, and train

Year	2017-18	2018-19	2019-20
Amount	\$9720	\$25,000	\$75000
Source	LCFF	LCFF	LCFF
Budget Reference	8111, 2900	1100, 8111, 2900	1100, 8111, 2900

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: Location(s):		
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
[Add Students to be Served selection here]	[Add Location(s) selection here]	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	Scope of Services:	Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
New	Unchanged	Unchanged	

School Support Staff and Resources - All Students

1. The school will recruit, hire, and train effective

2019-20 Actions/Services

School Support Staff and Resources - All Students

1. The school will recruit, hire, and train effective

2018-19 Actions/Services

effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective	clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students,	clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students,
operations and support for students, parents and staff.	parents and staff.	parents and staff.
The school will continue to provide staff with general supplies and operating expenses.	2. The school will continue to provide staff with general supplies and operating expenses.	2. The school will continue to provide staff with general supplies and operating expenses.

Select from New, Modified, or Unchanged for

Year	2017-18	2018-19	2019-20
Amount	\$21,060	\$75,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	2400, 8011	2400, 2900, 4300, 4315, 8011	2400, 2900, 4300, 4315, 8011

Action 6

2017-18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: Location(s):		
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):		
All schools		
L (S		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served: Scope of Services: Location(s):			
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Services			

Select from New, Modified, or Unchanged for

2019-20

Select from New, Modified, or Unchanged for

2018-19

New Unchanged [Add 2019-20 selection here]	
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Healthy and Nutritious Meals - All Students

- The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines.
- 2. The school will continue its existing programs to ensure students are well-nourished and prepared to learn.

Healthy and Nutritious Meals - All Students

- The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines.
- 2. The school will continue its existing programs to ensure students are well-nourished and prepared to learn.

Healthy and Nutritious Meals - All Students

- The school will continue to provide resources for nutrition education and materials to promote healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the wellness policy and state and federal guidelines.
- The school will continue its existing programs and will also add a snack program to ensure students are well-nourished and prepared to learn.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,000	\$53,000	\$55,000
Source	Student lunch fees	Student lunch fees	Student lunch fees
Budget Reference	4700, 8639, 8520	4700, 8639, 8520	4700, 8639, 8520

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged
 2017-18 Actions/Services Attractive, Clean and Well Maintained Schools - All Students The school will continue to be clean and inviting. The school will continue to be well maintained and in good repair. The school will continue to be provided with necessary supplies and utilities. The school will continue to operate in a sustainable and environmentally responsible manner. Training and updates will continue to be provided to ensure well-prepared and informed staff. 	 Attractive, Clean and Well Maintained Schools - All Students The school will continue to be clean and inviting. The school will continue to be well maintained and in good repair. The school will continue to be provided with necessary supplies and utilities. The school will continue to operate in a sustainable and environmentally responsible manner. Training and updates will continue to be provided to ensure well-prepared and informed staff. 	 Attractive, Clean and Well Maintained Schools - All Students The school will continue to be clean and inviting. The school will continue to be well maintained and in good repair. The school will continue to be provided with necessary supplies and utilities. The school will continue to operate in a sustainable and environmentally responsible manner. Training and updates will continue to be provided to ensure well-prepared and informed staff.
The school will continue to be compliant in all annual facility and safe school inspections.	 The school will continue to be compliant in all annual facility and safe school inspections. 	 The school will continue to be compliant in all annual facility and safe school inspections.

Year	2017-18	2018-19	2019-20
Amount	\$34,200	\$50,000	\$55,000
Source	LCFF	LCFF	LCFF
Budget Reference	8011	8011	8011

For Actions/Services not included as contributing	g to meeting the Increased	l or Improved Services R	equirement:
Students to be Served:		Location(s):	
(Select from All, Students with Disabilities, or Specific Student Groups)		(Select from All Schools, Spe	cific Schools, and/or Specific Grade Spans):
All students		All Schools	
)R	
For Actions/Services included as contributing	g to meeting the Increa	sed or Improved Service	es Requirement:
Students to be Served:	Scope of Services:		Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, School Unduplicated Student Group		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services	selection here]	[Add Location(s) selection here]
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified 2018-19	d, or Unchanged for	Select from New, Modified, or Unchanged for 2019-20
[Add 2017-18 selection here]	New		Modified
2017-18 Actions/Services	2018-19 Actions/Serv 1. School will hire 6 athle Director, an Assistant AD, Director. 2. School will offer compe athletic programming (6 te 3. School will purchase us equipment 4. School will purchase 1 Defibrillator (AED) device	tic coaches, one Athletic and District Athletic etitive/comprehensive eams) niforms and sports	2019-20 Actions/Services 1. School will fund 13 athletic coaches, one Athletic Director, an Assistant AD, and District Athletic Director. 2. School will offer competitive/comprehensive athletic programming and cheerleading for up to (13 teams) 3. School will purchase uniforms and sports equipment

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$11,500	\$32,500
Source	[Add source here]	State Revenue	State Revenue
Budget Reference	[Add budget reference here]	5899	5899

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:					
Students to be Served:		Location(s):			
(Select from All, Students with Disabilities, or Specific Students	dent Groups)	(Select from All Schools, Spe	cific Schools, and/or Specific Grade Spans):		
All students		All schools			
	(OR			
For Actions/Services included as contributin	g to meeting the Increa	sed or Improved Service	ces Requirement:		
Students to be Served:	Scope of Services:		Location(s):		
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Scho Unduplicated Student Group	-	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)		
[Add Students to be Served selection here]	[Add Scope of Services	selection here]	[Add Location(s) selection here]		
Actions/Services	Actions/Services				
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified 2018-19	d, or Unchanged for	Select from New, Modified, or Unchanged for 2019-20		
[Add 2017-18 selection here]	Add 2017-18 selection here] New		Modified		
2017-18 Actions/Services	2018-19 Actions/Serv 1. School will hire 1.0 FTI instruction to AIMS 6-8 stu 2. School will hire 1.0 FTI art instruction to AIMS 6-8 3. School will purchase in	E Art Teacher to teach art udents. E Music Teacher to teach students.	 2019-20 Actions/Services 1. AIPCS I will hire 1.0 FTE Art Teacher to teach art instruction to AIMS 6-8 students. 2. AIPCS I will hire 1.0 FTE Music Teacher to teach art instruction to AIMS 6-8 students. 		
	related equipment for mus				

equ 5. s per 6. s	School will purchase art supplies and related quipment for art class. School will create two Visual Performing Arts erformances per academic school year. School will design up to three Visual Performing rts Elective Classes for the Academic School ear.	 AIPCS I 6-8 will hire .2 FTE Graphic Design teacher to teach graphic design to AIMS 6-8 students. AIPCS I will purchase instruments and music related equipment for music class. AIPCS I will purchase art supplies and related equipment for art class. AIPCS I will create two Visual Performing Arts performances per academic school year AIMS 6-8 will purchase iMacs to add to existing Graphic Design Computer Lab
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Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$67,500	\$130,500
Source	[Add source here]	Local Revenue	Local Revenue, Measure G1
Budget Reference	[Add budget reference here]	1100, 4315, 4400, 4430	1100, 4315, 4400, 4430

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Location(s):			
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):		
All Students All Students			
OR			
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Scope of Services: Location(s):			

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
[Add 2017-18 selection here]	New	Modified	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services	
	Students will be provided with Physical Education Uniforms and will dress out for PE. Benches and floor mats will be installed in the	Students will be provided with Physical Education Uniforms and will dress out for PE.	
	middle school bathrooms to allow for students to change into their PE uniforms.		

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$5500	\$11000
Source	[Add source here]	State Revenue	State Revenue
Budget Reference	[Add budget reference here]	4315, 4430	4315

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: Location(s):		
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):		
All Students All Students		

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	Scope of Services:	Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
[Add 2017-18 selection here]	[Add 2018-19 selection here]	New	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services	
		 Hire one lead PE teacher Middle School PE will become the PE / Health Department and teachers will receive training to integrate subjects such as Health / Fitness; and Sex Ed. into its curriculum. 	

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	[Add amount here]	\$18000
Source	[Add source here]	[Add source here]	State Revenue
Budget Reference	[Add budget reference here]	[Add budget reference here]	4315

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Identified Need

- 1. Additional support for students struggling in core subjects.
- 2. Additional support for English Language Learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Benchmarks	ELA: 45%	ELA: 50%	ELA: 50%	ELA: 55%
	Math: 55%	Math: 65%	Math: 65%	Math: 67%
Retention Rates	2%	8%	5%	4%
California Assessment of Student	ELA: 50%	ELA: 57.34%	ELA: 48.13%	ELA: 50%

Performance and Progress	Math: 70%	Math: 70.14%	Math: 65.94%	Math: 67%
Intervention minutes for students receiving a C- or below in core subjects	At least 60 minutes per week			
Number of minutes students have computer access	At least 30 minutes per week			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Action 1

2017-18 Actions/Services

Students to be Served:	Location	(S):	
(Select from All, Students with Disabilities, or Specific Student Groups)		(Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All			
	OR		
For Actions/Services included as contributin	g to meeting the Increased or Impi	roved Services Requirement:	
Students to be Served:	Scope of Services:	Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limit Unduplicated Student Group(s))	ited to (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection he	ere] [Add Location(s) selection here]	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchang 2018-19	ged for Select from New, Modified, or Unchanged for 2019-20	
Unchanged	Modified	Modified	

2019-20 Actions/Services

2018-19 Actions/Services

- The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.
- The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.
- Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.

- The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.
- The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.
- Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.
- 4. The school will adopt new History, Spanish, and Mandarin textbooks for curriculum

- The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and prepare students to meet the UC 'a-g' requirements.
- The school will continue to develop core content and course curriculum maps, tools, and guides, in alignment CCSS and NGSS standards and materials.
- Professional development and evaluation cycles will be strengthened across the school to ensure effective implementation of curriculum.
- 4. School will adopt ALEKS, Standards Plus, and Schoology to supplement existing academic content.
- School will adopt new Science Curriculum to meet NGSS Standards
- 6. Using its approved classical novel reading list, AIMS 6-8 will develop ELA curriculum that meets Common Core State Standards.
- 7. School will purchase class sets of approved novels for each homeroom class

Year	2017-18	2018-19	2019-20
Amount	\$16,785 PD \$2700	\$27,000	\$70,000
Source	LCFF, Title II	LCFF, Title II	LCFF, Title II, Title I
Budget Reference	4100, 5210, 8011, 8292	4100, 5210, 8011, 8292	4100, 5210, 8011, 8292

For Actions/Services not included as contributing	g to meeting the Increased	or Improved Services R	equirement:	
Students to be Served:		Location(s):		
(Select from All, Students with Disabilities, or Specific Student Groups)		(Select from All Schools, Spe	cific Schools, and/or Specific	Grade Spans):
All		All schools		
	0	R		
For Actions/Services included as contributing	ng to meeting the Increas	ed or Improved Service	es Requirement:	
Students to be Served:	Scope of Services:		Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoo Unduplicated Student Group((Select from All Schools, Spe Grade Spans)	ecific Schools, and/or Specific
[Add Students to be Served selection here]	[Add Scope of Services	selection here]	[Add Location(s) select	ion here]
Actions/Services Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified 2018-19	, or Unchanged for	Select from New, Modifie 2019-20	ed, or Unchanged for
Unchanged	Unchanged		Unchanged	
The school will continue to identify and provide standards-aligned instructional materials and resources.	2018-19 Actions/Servions 1. The school will comprovide standardsmaterials and reso	tinue to identify and aligned instructional		ontinue to identify and s-aligned instructional
Students will attend academic field trips that are aligned with curriculum.	Students will attended that are aligned with	•	 Students will atte that are aligned v 	nd academic field trips vith curriculum.

Year	2017-18	2018-19	2019-20
Amount	\$6,000.00	\$14,000.00	\$11,000.00

Source	LCFF	LCFF	LCFF
Budget Reference	8011	4200, 5811	4200, 5811

Action 3			
For Actions/Services not included as contributing	g to meeting the Increased	or Improved Services R	equirement:
Students to be Served:		Location(s):	
(Select from All, Students with Disabilities, or Specific Students	dent Groups)	(Select from All Schools, Spe	ecific Schools, and/or Specific Grade Spans):
All		All schools	
	C)R	
For Actions/Services included as contributing	g to meeting the Increas	sed or Improved Service	ces Requirement:
Students to be Served:	Scope of Services:		Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, School Unduplicated Student Group		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services	selection here]	[Add Location(s) selection here]
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified 2018-19	d, or Unchanged for	Select from New, Modified, or Unchanged for 2019-20
New	Modified		Modified
2017-18 Actions/Services 1. Purchase 40 additional Chromebooks to add to and maintain the pre-existing inventory. Actions: Student will have computer instruction at a minimum of 30 minutes/week.	to and maintain the pre-ex	al Chromebooks to add isting inventory. I computer cart to add to ing inventory.	2019-20 Actions/Services 1. Purchase additional Chromebooks to add to and maintain the pre-existing inventory to obtain a 1:1 student to chromebook ratio 2. Purchase 7 additional computer carts to add to and maintain the pre-existing inventory. Actions: Student will have computer instruction at a
	minimum of 60 minutes/we		minimum of 60 minutes/week.

1. Recruit 1 intervention teacher/academic

support staff per 150 students.

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	\$10,000.00	\$49,500
Source	LCFF	LCFF	LCFF
Budget Reference	4430, 8011	4430, 8011	4430, 8011

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Location(s):			
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):			
All	All schools		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served:	Scope of Services:	Location(s):		
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)		
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]		
Actions/Services				
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20		
Modified	Modified	Modified		
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services		
Action:	Action:	Action:		

1. Recruit 1 intervention teacher/academic

support staff per 175 students.

1. Recruit 1 intervention teacher/academic

support staff per 175 students.

Service:

- Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week.
- 2. One hour of tutoring is provided after school to students that are struggling to pass with grades C- and below in ELA and/or Math.

Service:

- Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week.
- 2. Students that are struggling to pass with grades C- and below in ELA and/or Math will be required to attend weekly Saturday Schools until they are at grade level
- 3. One hour of tutoring is provided after school to students that are struggling to pass with grades C-and below in FLA and/or Math.

Service:

- Students that are struggling to pass with grades C- and below in ELA and/or Math are provided push in and pull-out tutoring services up to twice a week.
- 3. Students that are struggling to pass with grades C- and below in ELA and/or Math will be required to attend weekly Saturday Schools until they are at grade level
- 4. One hour of tutoring is provided after school to students that are struggling to pass with grades Cand below in ELA and/or Math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 1.3	See 1.3	See 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	8011	2100, 2400, 8011	2100, 2400, 8011

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged 2019-20	
Unchanged	Unchanged	Unchanged
 Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards. Teachers will receive training on how to effectively assess student data. 	Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards. Teachers will receive training on how to effectively assess student data.	Teachers will effectively use student assessment data to plan intervention for those students that are not meeting the standards. Teachers will receive training on how to effectively assess student data.

Year	2017-18	2018-19	2019-20
Amount	See 1.1	See 1.1	See 1.1
Source	Title II	Title II	Title II
Budget Reference	8292	8292	8292

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic services

Priority 2: Implementation of state standards

Identified Need

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of fully credentialed teachers	84%	83.33%	83.33%	85%
Rate of teacher mis-assignments	0.01%	0.0%	0.0%	0.0%
Monthly collaboration meetings	70% of teachers will meet monthly	75% of teachers will meet monthly	80% of teachers met monthly	85% of teachers will meet monthly

Classroom observation rated based on TCRP framework Availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards, including EL access to ELD state standards. Beginning in the 2019-20 academic school year, AIPCS I will adopt a summative teacher evaluation system that incorporates formal	60% of teachers showed improvement from the 1st observation to the 2nd formal observation. During formal observation use of standards-aligned instructional materials is evident	65% of teachers showed improvement from the 1st observation to the 2nd formal observation. During formal observation use of standards-aligned instructional materials is evident	65% of teachers showed improvement from the 1st observation to the 2nd formal observation. During formal observation use of standards-aligned instructional materials is evident	65% of teachers will improvement from the 1st observation to the 2nd formal observation. During formal observation use of standards-aligned instructional materials is evident
system that				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	Scope of Services:	Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
Unchanged	Modified	Modified	

2017-18 Actions/Services

Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators

The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:

- Recruitment events hosted by colleges and universities with large percentages of minority students.
- 2. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.
- Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.

2018-19 Actions/Services

Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators

The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:

- 1. Recruit, develop and retain highly qualified teachers.
- Recruitment events hosted by colleges and universities with large percentages of minority students.
- 3. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.
- 4. Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.

2019-20 Actions/Services

Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Administrators

The school will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:

- 1. Recruit, develop and retain highly qualified teachers.
- 2. Recruitment events hosted by colleges and universities with large percentages of minority students.
- 3. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.
- Engaging in partnerships with other schools to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.

Year	2017-18	2018-19	2019-20
Amount	\$2,100	\$694,883	\$1,013,000
Source	LCFF	LCFF	LCFF
Budget Reference	8011	1100, 8011, 3000	1100, 8011, 3000

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Location(s):			
(Select from All, Students with Disabilities, or Specific Studen	t Groups) (Select fron	n All Schools, Specific Schools, and/or Specific Grade Spans):	
All	All schools		
OR			
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	Scope of Services:	Location(s):	

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop Capacity of Beginning Teachers and	Develop Capacity of Beginning Teachers	The school will continue to collaborate with
Teachers in Need of Support - All Students	and Teachers in Need of Support - All	local colleges and universities to ensure

The school will continue to collaborate will local colleges and universities to ensure effective	Students h 1. The school will continue to collaborate with	effective preparation of interns and student teachers.
preparation of interns and student teachers. 2. The school will continue to provide an Induction Program for beginning teachers and interns.	local colleges and universities to ensure	The school will continue to provide an Induction Program for beginning teachers and interns.
	The school will continue to provide an Induction Program for beginning teachers and interns.	

Year	2017-18	2018-19	2019-20
Amount	\$4,000/year/teacher +140	\$25,000	\$30,000
Source	Title II, LCFF	Title II, LCFF	Title II, LCFF
Budget Reference	5210, 8292, 8011	5210, 8292, 8011	5210, 8292, 8011

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: Location(s):		
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All	all schools	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Scope of Services: Location(s):			
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All teachers will have the supplies needed to be able to perform in successful educational environment	All teachers will have the supplies needed to be able to perform in successful educational environment	All teachers will have the supplies needed to be able to perform in successful educational environment
All students will have all supplies needed to be able to thrive in school.	All students will have all-supplies needed to be able to thrive in school.	All students will have all-supplies needed to be able to thrive in school.
Purchased 10 laptops for teachers to use to support students.	Purchase laptops for teachers to use to support students.	Purchase whiteboard paint for Math and Science Classrooms
	Purchase whiteboard paint for Math and Science Classrooms	

Year	2017-18	2018-19	2019-20
Amount	\$9,000	\$80,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	4315, 8011	4315, 8011	4315, 8011

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Parent and Community Engagement - Parents and community members are engaged and work with the school to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Identified Need:

- 1. Improve overall family engagement.
- 2. Organized systems to encourage familial involvement.
- 3. Reduce chronic absenteeism.
- 4. Implement an after-school program

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate Survey - Safety	Student Survey: 81.6% Family Survey: 92.94%	Student Survey: 80.85% Family Survey: 94.54%	Student Survey: 81% Family Survey: 91%	Student Survey: 85% Family Survey: 92%
School Climate Survey - High Expectations	Family Survey: 82.35%	Family Survey: 93.49%	Family Survey: 100%	Family Survey: 95%
School Climate Survey - Meaningful Participation	Student Survey: 77.01% Family Survey: 83.52	Student Survey: 82.98% Family Survey: 95.55%	Student Survey: 73% Family Survey: 82%	Student Survey: 76% Family Survey: 84%
School enrollment patterns - returning students for next school year	96.00%	97.50%	96.00%	96.00%
Promoting parent participation	Family Survey: 82.35%	Family Survey: 84.78%	Family Survey: 86%	Family Survey: 90%

Planned Actions / Services

provided to families so they can access

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:	Location(s):	Location(s):	
(Select from All, Students with Disabilities, or Specific Students	. ,	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
all	all schools		
	OR		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	Scope of Services:	Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
2017-18	2018-19	2019-20	
		· · · · · · · · · · · · · · · · · · ·	

- Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.
- 4. Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.
- Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.
- Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.

- identified priorities, and aligned to school goals and federal and state requirements.
- Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.
- Educate parents on the Local Control and Accountability Plan (LCAP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision making groups.

Year	2017-18	2018-19	2019-20
Amount	\$1400	\$20,000	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	8011	8011	8011

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	Scope of Services:	Location(s):	
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
New	Unchanged	Unchanged	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services	
Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.	Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.	Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.	

Year	2017-18	2018-19	2019-20
Amount	\$3500	\$5000	\$5000
Source	LCFF	LCFF	LCFF
Budget Reference	8011	8011	8011

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: Location(s):		
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):		
All	All schools	

	g to meeting the Increased or Improved Service			
Students to be Served:	Scope of Services:	Location(s):		
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)		
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]		
Actions/Services				
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20		
Modified	Unchanged	[Add 2019-20 selection here]		
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services		
 The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications). Mandatory teacher-parent conference at beginning of the school year. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators. Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 	 The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications). Mandatory teacher-parent conference at beginning of the school year. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators. 	 The school will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. Current, accurate, and timely communication will continue to be provided to parents/guardians regarding student learning (e.g., PowerSchool, ParentSquare, website, AIMS TV, automated calls, school and teacher communications). Mandatory teacher-parent conference at beginning of the school year. SST - Student Success Team's formed on an at-need basis to provide support to individual students undergoing exceptional challenges. Team consists of faculty, families, students, and administrators. 		

 Powerschool Access is provided to families to view student academic progress. 	 Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families. 	 Regular correspondence through memo's, PowerSchool, ParentSquare, detention slips, and progress reports to encourage frequent communication between faculty and families.
	 Powerschool Access is provided to families to view student academic progress. 	 Powerschool Access is provided to families to view student academic progress.

Select from New, Modified, or Unchanged for

Year	2017-18	2018-19	2019-20
Amount	\$700	5,000	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	8011	8011	8011

Action 4

2017-18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: Location(s):		
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):		
All	All schools	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Scope of Services: Location(s):			
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Services			

Select from New, Modified, or Unchanged for

2019-20

Select from New, Modified, or Unchanged for

2018-19

Modified Modified [Add 2019-20 selection here]

2017-18 Actions/Services

- 1. SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.
- Attendance personnel will meet with Deans monthly to review students that have chronic absenteeism and truancy.

2018-19 Actions/Services

- SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.
- 2. Attendance personnel will meet with Division Heads monthly to review students that have chronic absenteeism and truancy.

2019-20 Actions/Services

- SART –The Student Attendance Review Team (SART) acts as a support team between students, parents, and schools. The main objective of the Student Attendance Review Team (SART) is to understand the reasons why students, at a site level, are not attending school and to connect students and families to school and community resources to address these absence concerns.
- 2. Attendance personnel will meet with Division Heads monthly to review students that have chronic absenteeism and truancy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,500	\$35,000	\$40,000
Source	LCFF	LCFF	LCFF
Budget Reference	8011	8011	8011

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Modified
 FAC - Family Advisory Committee meets to provide general support and voice to all families. SSC - School Site Council meets to provide input in school's planning, including SSD's. ELAC - English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families. Wellness committee 	 FAC - Family Advisory Committee meets to provide general support and voice to all families. SSC - School Site Council meets to provide input in school's planning, including SSD's. ELAC - English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families. Wellness committee 	 FAC - Family Advisory Committee meets to provide general support and voice to all families. LCAP Advisory Council - LCAP Advisory Council meets to provide feedback school's budget planning, including SSD's ELAC - English Learner Advisory Committee meets in effort to provide support for English Language Learners and their families.
		Wellness committee

Year	2017-18	2018-19	2019-20
Amount	\$600	\$5000	\$5000
Source	Title III/LCFF	Title III/LCFF	Title III/LCFF
Budget Reference	8293, 8011	8293, 8011	8293, 8011

Action 6

Students to be Served:	Location(s):	
(Select from All, Students with Disabilities, or Specific Students	dent Groups) (Select from All Schools,	Specific Schools, and/or Specific Grade Spans):
all	all schools	
OR		
For Actions/Services included as contributing	g to meeting the Increased or Improved Se	rvices Requirement:
Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
 Phase II of After School Enrichment Program The After-School Enrichment Program will hire 3 after school instructors 	 This year we will be outsourcing our afterschool program. Parents will pay a monthly fee of 	 AIPCS I will contract with BACR to provide after school programming to its students Parents will pay a monthly fee of \$50-\$150

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,650.00	\$10,000	\$200,000
Source	LCFF	LCFF	LCFF, ASES Grant

eligibility

Budget	8011	8011	8011
Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 33,000.00	10 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The school's percentage for 2018-19 is 15%. Services and supports for unduplicated students (English Learners [EL], Foster Youth [FY] and Low Income [LI]) will be increased and improved by at least 10%, as compared to services and supports provided to all students. The school will meet this proportionality percentage through allocated supplemental and concentration funds. In addition, improved services will also be provided for focus students to promote equity and excellence for all students as described below.

Teachers, ELD coordinator, English Learner Support Teachers and Intervention Instructors will continue to analyze and discuss student progress by monitoring progress of English Learners (ELs) including long term English learners (LTELS) and reclassified students, SPED students and lower academically achieving students to determine short and longer term needs by assessments. Determine specific actions designed to accelerate language acquisition. to continuously analyze and evaluate EL/academic progress. The formative assessment cycle includes teachers and students setting goals to make progress toward the standard, and teachers and students using different assessment tools to monitor progress toward the goal. Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL) and reclassified students. Determine the short- and long-term needs of ELs and long term needs of IEP/504 students, and or students that are struggling academically. (Goal 1/Action.Service 1.1)

Restorative Justice Practices (RJP) is geared toward the principal benefit of unduplicated students by cultivating a healthy and safe learning environment. Many unduplicated students have experienced trauma in their lives, sometimes making it difficult to build trusting healthy relationships. RJP cultivates community on campuses with a focus on building strong relationships between students and district employees. Students are held accountable for their actions while giving them a high level of support to create a campus culture of learning and safety for all school community members. By using restorative techniques, students and teachers can share positive and challenging personal stories about their school experience which, in turn, helps build empathy and stronger relationships. Based on stories shared, students and teachers can support each other and there is a natural desire to create conditions for everyone to feel connected. RJP helps all students,

especially unduplicated students, through empowerment by giving them the skills to use proactive and responsive communication tools that nurture a positive school climate and address conflict by honoring the voice of all stakeholders in a way that is safe, respectful, equitable, and ensures accountability. (Goal 2.1)

Wellness is principally directed toward the benefit of unduplicated students by providing access to a variety of essential health and wellness services designed and outlined within the Wellness Policy. Hopes are to create an environment of wraparound care for students, especially high-risk and the neediest student populations. Given the pervasive effects of trauma on health, and Wellness embraces the school community in the practice of Trauma Informed Care, Mindfulness, Restorative Practices and the use of evidence based research to achieve safety, health and well-being. (Goal/Action/Service 4.2)

Translation services are principally geared toward the needs of unduplicated students. This targeted service is specifically to support English Learner (EL) students and families through communication and engagement. (Goal 5 Action 2.1)

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

• Total LEA General Fund Budget Expenditures for the LCAP Year: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter

- Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year: This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP: Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- Total Projected LCFF Revenues for LCAP Year: This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the <u>LCAP Template Appendix</u>, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer.

Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in 5 CCR Section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 COE Only), and Coordination of Services for Foster Youth (Priority 10 COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in EC Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Appendix xvi: Curriculum

ELA

AIMS Middle School Students ELA curriculum is based on the ELA Common Core State Standards (CCSS) through novel study. Students read 4 classical novels during each grade level. With each reading all students will accomplish a typed 5-page essay from the four different types of essay writing as appropriate for the readings, these are expository, narrative, comparative and persuasive. In addition, supplemental curriculum Standards Plus is used for mastering grammar and language mechanics.

Mathematics:

AIMSK12 College Prep Middle School offers extended instructional time, 90 minutes each day of school, to all students. We use GO Math curriculum from HMH, Math for 6th grade, accelerated Math for 7th grade, and Algebra 1 for 8th grade. Our math curriculum is also supplemented by ALEKS based on the Common Core State Standards for math. ALEKS is an online, personalized platform for learning Math that allows for intervention, supplemental, and enrichment learning opportunities.

Science:

AIMSK12 Middle School uses discipline specific Science Curriculum from McGrawhill, Inspire Science. Earth & Space Science in 6th grade, life science in 7th grade, and physical science in 8th grade. Inspire Science is a hands-on curriculum. The inquiry based instruction helps students to focus on studying concepts related to science. The purpose of our science program is to prepare students for high school science curriculum by using strategies aligned with the Common Core State Standards and the Next Generation Science Standards.

History

AIMSK12 Middle School uses CCSS aligned TCI History Alive! curriculum. Ancient Civilization in 6th grade, Modern World in 7th grade and US History in 8th grade. Variety of inquiry based instructional strategies are used along with hands-on projects in class as part of students' learning.

Intro to Music:

Intro to Music for 6th graders is a course designed for young students to become acclimated with the basic foundations of instrumental ensemble playing. This course also gives the 6th grader an added element of rhythmic movement, note recognition and beat patterns they will use when advancing into more challenging music classes in the 7th and 8th grade. Instruments learned in this class vary from stringed instruments to band instruments.

Band:

Band for 7th graders is a course designed for the student learning a brass, woodwind or percussion instrument. This course is dependent on the student's ensemble capabilities and their desire to play music in their 7th and 8th grade year. Students in this course will be

required to play at performances that showcase their talents throughout the year. Instruments include strings and band instruments.

Violin:

Violin for 8th graders is a course designed to advance basic skills acquired in previous music courses. These students have demonstrated an ability to play an instrument within an ensemble and a desire to improve their skills. This course will introduce young musicians to more challenging rhythms, articulations, music concepts and theory. Students in this course will be required to play at performances that showcase their talents throughout the year. Instrument for this course is the violin.

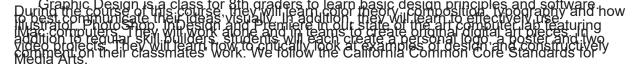
Intro to Art:

Intro to Art for 6th grade classes are founded on the elements of art and principles of design. Both classes begin with penmanship practice to develop their penmanship skills, to open and engage the right side of the brain, the creative side, and to strengthen the fine motor skills. With this initial practice, students then have greater facility at working with their dry and wet media in creating original works of art. Sixth and seventh grade students will create their own color wheel, learning how to blend primary colors to make secondary and tertiary colors, as well as working with tone, shade and tint to create a monochromatic color scheme. Students will create their own Op Art designs individually, then they will share their work with each other and work collaboratively in creating a group Op Art design.

Art:

Seventh grade students will develop their own "Tangle" designs, with combinations of dots, lines, simple curves, Scurves and orbs. These simple shapes are the "Elemental Strokes" and then create an original work of art that incorporates these designs into the shape of an animal's body. Students will learn pencil techniques of hatching, cross hatching, contour and cross contour lines to apply to still life drawings. Art students will collaborate with the Musical Theater and Performing Arts to create a set design for the winter and spring performances. We follow the California Common Core Standards for Visual Arts.

Graphic Design:



Appendix xvii: MPOs

MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Governing Law – The measurable pupil outcomes identified for use by the Charter School.

"Pupil Outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the

school's educational program. California Education Code Section 47605(b)(5)(B)

Collective MPO's

1) By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 60 percent.

Results

Results

2016-2017	2017-2018	2018-2019	2019-2020
51.39	57.34	57.34	n/a

2) By the end of the charter term, for each statistically significant student subgroup, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at (Amount 1) percent or achieve a level of (Amount 2) percent.

Subgroup	Amount 1	Amount 2	2016-17	2017-18	2018-19	2019-20
Asian	5%	79%	60.26	66.67	59.30%	n/a
Hispanic or Latino	15%	37%	42.86	33.33	16.67%	n/a
African American	10%	47%	36.36	50	42.11%	n/a
English Learners	15%	30%	16.67	12.9	14.28%	n/a
Low-Income Students	10%	57%	48.62	52.21	46.6%	n/a

3) By the end of the charter term, increase the percent of students scoring level 3 or level 4 on

the Math portion of the SBAC by at least 10 percent or achieve a level of 65 percent.

Results

2016-2017	2017-2018	2018-2019	2019-2020
65.73	71.53	71.53	n/a

4) By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least (Amount 1) percent or achieve a level of (Amount 2) percent.

Subgroup	Amount 1	Amount 2	2016-17	2017-18	2018-19	2019-20
Asian	5%	92%	78.21	83.33	83.72%	n/a
Hispanic or Latino	10%	44%	42.86	38.89	29.41%	n/a
African American	15%	37%	56.25	60	45.95%	n/a
English Learners	15%	35%	50.00	45.16	46.51%	n/a
Low-Income Students	10%	66%	63.30	68.75	64.11%	n/a

5) Each year, 60 percent of students will increase 10 on the INSPECT Summative Assessment by Key Data Systems or achieve proficiency.

Results

2016-2017	2017-2018	2018-2019	2019-2020
65%	43	47%*	48.78

^{*}Switched to Scholastic Reading Inventory (SRI)

6) Each year, for each statistically significant student group, (Amount 1) percent of students will increase (Amount 2) on the (INSPECT Summative Assessment by Key Data Systems) or

achieve proficiency.

Subgroup	Amount 1	Amount 2	2016-17	2017-18	2018-19	2019-20
Asian	79%	5%	70	59	50.53	
Hispanic or Latino	37%	15%				
African American	47%	10%	60	52	54.76	
English Learners	30%	15%		45	4.34	
Low-Income Students	57%	10%	69	44	42.74	

7) Each year, 50 percent of ELs will improve one overall proficiency level on CELDT.

Results

2016-2017	2017-2018	2018-2019	2019-2020
89.5	n/a	18%	29%

8) Each year, less than 5 percent of students absent more than 10% of the school days (chronic absence).

Results

2016-2017	2017-2018	2018-2019	2019-2020
1.4	2.0	2.4	5.44

9) Each year, for each statistically significant student group, have less than (Amount 1) percent of students absent more than 10% of the school days (chronic absence).

Subgroup	Amount 1	2016-2017	2017-2018	2018-19	2019-20
American Indian	1%				

or Alaska Native					
Asian	1%	0%	0		
Pacific Islander	1%				
Hispanic or Latino	2%	4.3%	5.3	5.6	
African American	1%	3.0%	5.6	2.4	
White	1%	0%		10	
English Learners	2%	0	0	2.1	
Low-Income Students	4%	1.8	1.6	2.3	
Special Education	1%	0	0	0	

10) Each year, at least 85 percent of students and families positively rate school safety.

Results

Students

2016-2017	2017-2018	2018-2019	2019-2020
81.06	80.85	89.87	84.50

Families

2016-2017	2017-2018	2018-2019	2019-2020
92.94	94.56	91.8	86.31

11) Each year, at least 80 percent of students and families positively rate academic instruction.

Results

Students

2016-2017	2017-2018	2018-2019	2019-2020
93.10	75.53	83	93.02

Families

2016-2017	2017-2018	2018-2019	2019-2020
92.94	85.55	91	93.16

12) Each year, at least 75 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

Results

Students

2016-2017	2017-2018	2018-2019	2019-2020
81.61	65.96	73	80.62

Families

2016-2017	2017-2018	2018-2019	2019-2020
83.52	95.55	82	80.53

Collective MPOs for new Charter Term

- 1) By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 65 percent.
- 2) By the end of the charter term, for each statistically significant student subgroup, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at (Amount 1) percent or achieve a level of (Amount 2) percent.

Subgroup	Amount 1	Amount 2

Asian	10%	70%
Hispanic or Latino	10%	40%
African American	15%	50%
English Learners	10%	30%
Low-Income Students	10%	60%

3) By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 10 percent or achieve a level of 70 percent.

Subgroup	Amount 1	Amount 2
Asian	10%	75%
Hispanic or Latino	10%	50%
African American	15%	50%
English Learners	10%	40%
Low-Income Students	10%	65%

- 4) Each year, 50 percent of students will achieve proficiency on the Reading Assessment by Scholastic Reading Inventory.
- 5) Each year, 30 percent of ELs will improve one overall proficiency level on ELPAC.
- 6) Each year, have less than 5 percent of students absent more than 10% of the school days (chronic absence).

7) Each year, for each statistically significant student group, have less than (Amount 1) percent of students absent more than 10% of the school days (chronic absence).

Subgroup	Amount 1
Asian	3%
Hispanic or Latino	5%
African American	5%
White	4%
English Learners	4%
Low-Income Students	5%
Special Education	1%

- 8) Each year, at least 75 percent of students and families positively rate school safety.
- 9) Each year, at least 75 percent of students and families positively rate academic instruction.
- 10) Each year, at least 75 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

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Logged in as Tiffany Tung (tiffany.tung@aimschools.org)

Logout

2018-19 Measurable Pupil Outcome (MPO) Updates

American Indian Public Charter School

<u>Instructions</u>: To complete this form, enter all applicable information below. **PLEASE SAVE FREQUENTLY** to avoid losing work. Once all required information has been entered <u>and</u> saved, please mark form as complete. Instructions for saving an form as complete can be found at the end of this page. If this school either did <u>not</u> adopt the collective MPOs for the 2018 year or had additional site-specific MPOs, please upload a document with updates for these MPOs in the "Site-Specific MPOF File" field near the bottom of this page.

IDENTIFYING NUMERICALLY SIGNIFICANT STUDENT GROUPS FOR COLLEC MPOS

The boxes below are used to identify which MPO update fields are required. Boxes in the enrollment column have been pc based on publicly available data. Please check boxes in the other columns as appropriate. Student groups that are numeric significant (based on the definitions listed below) require MPO updates for corresponding MPOs. Required fields will appea the checked boxes.



5-6: Percent of Students that achieved proficiency or increased by [previously identified target amount] on [identif ELA/reading assessment]

ELA/Reading Assessment Used *	Scholastic Reading Inventory (SRI)
SCHOOLWIDE *	47%
Asian *	50.53
Black or African American *	54.76
English Learners *	4.34
Economically Disadvantaged *	42.74

7: Percent of English Learners that improved one overall proficiency level on ELPAC (or CELDT prior to 17-18) from pyear.

SCHOOLWIDE * 18%

8-9: Percent of students absent more than 10% of school days (chronic absence)

SCHOOLWIDE * 2.35

Asian * 0

Black or African American * 2.38

English Learners * 2.17

Economically Disadvantaged * 2.29

10: Percent of students/families that positively rated school safety/culture on student/family survey

Students * 89.879

Families * 91.8%

% of Enrolled Students Providing 44%

Response * 41.509

Providing Response *

Student Survey Question * At school I am able to do my work without worrying about my physical and/or emotional safety.



Family Survey Question *

At school my child can do his/her work without worrying about his/her physical or emotional safety.

11: Percent of students/families that positively rated academic instruction on student/family survey

83% Students * Families * 91% % of Enrolled Students Providing 44% Response * % of Enrolled Student Families 41.50% Providing Response * My teacher knows what I am supposed to learn, knows Student Survey Question * when I have learned it, and provides support when I am struggling. My child's teacher knows what he/she is supposed to learn, Family Survey Question * knows when he/she has learned it, and provides support when he/she is struggling.

12: Percent of students/families that positively rated their voice in school decision-making and/or opportunity for f student/family survey

Students * 73%

Families * 82%

% of Enrolled Students Providing

Response *

% of Enrolled Student Families

41.509

Providing Response *

Student Survey Question *

I have seen at least one positive thing on my campus happen as a result of students giving feedback to teachers and administration.

Family Survey Question *

I have seen at least one positive change on this school as a result of parents giving feedback to teachers and administration.

SITE-SPECIFIC MPOS

If this school did not adopt the collective MPOs for the 2018-19 school year <u>or</u> had additional site-specific MPOs that were adopted in its petition or via a material revision, check the box below and upload a file with 2018-19 updates for these site-s MPOs. Please include the school name and year in the file name.

Site-Specific MPOs	Check box if school either did not adopt collective MPOs or had additional site-specific MPOs for
Site-Specific MPO Updates File	Choose File No file chosen

SAVE & COMPLETE

To SAVE information currently entered, uncheck the box below and click UPDATE.

To **COMPLETE** this form and indicate that all required information has been entered, check the box below and click *UPD/* **SAVE before attempting to COMPLETE in order to avoid losing your work.** If the box below is checked and any require missing, your work will <u>not</u> be saved and you might lose information that was not previously saved, including files that were to be uploaded.

Check this box to indicate that this form is complete and that all required information has been entered

UPDATE BACK

CONTACT

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Photos courtesy of Aspire Public Schools, Civicorps Academy, North Oakland Community Charter School, and OUSD



Appendix xviii: Obsolete

Appendix xix: Who is AIMS?

Who is AIMS K-12 College Prep Charter District?

AIMS STAFF VIRTUAL BOOTCAMP AUGUST 5, 2020

AGENDA

- Our Story
- AIMS Tenets
- AIMS Framework
- AIMS Slogan
- AIMS Framework
- AIMS Mission Statement
- AIMS Credo
- AIMS Values
- AIMStrong
- Why we do what we do



Our Story

- Founded in 1996
- Originally One Middle School
- Expended to High School and Elementary
- First Blue Ribbon Public School In Oakland
- 2014 Hired First Superintendent.
- Renewal of all Characters 2016
- Reorganization 2016
- New Logo and Branding Guide 2016
- Sports at AIMS 2016
- Musical Theater 2017
- Band 2018
- Name Change 2019
- Shift to Virtual 2020



AIMS Tenets

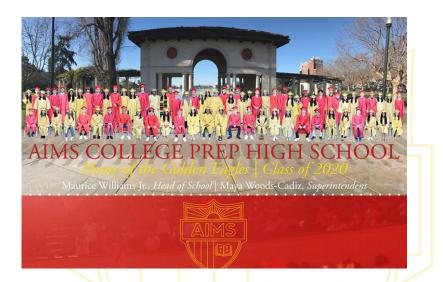
- Family
- Accountability
- HIgh Expectations
- Free Market Capitalism



AIMS Framework

High Expectations + High Support

=Success





AIMS Slogan

Whose Strong?! AIMStrong!



AIMS Mission Statement

AIMS K12 College Prep Charter District offers a rigorous program designed for academic excellence with the goal of closing the achievement gap while raising the bar. Our ultimate mission is to have all of our students be accepted to a four-year college or university



AIMS Credo

The Family: We are a family at AIM Schools.

The Goal: We are always working for academic and social excellence.

The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will always be a part of the AIM Schools family



AIMS Values

At AIMS we value:

Excellence - Commitment to excellence in all that we do

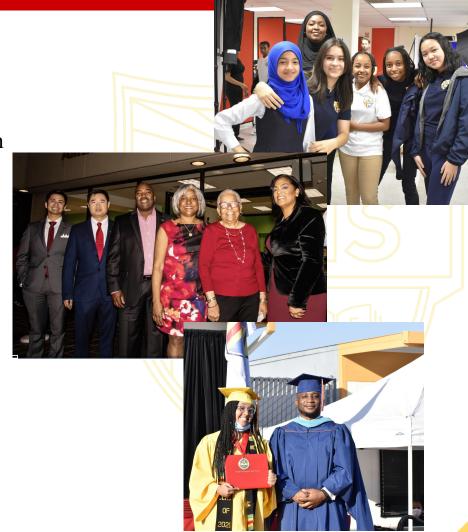
Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable

Empathy - Recognition of dignity and worth of every human being

Family and Community - Building of family and community

Equity - Social awareness and justice that leads to action

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators



AIMSTRONG!

Academics: Academics is the first word in AIMSTRONG and is the cornerstone to future success. Academics means developing and growing our scholarship, our grades, our inquiry, our brains.

Integrity: Being honest and possessing strong moral principles. Integrity means being true to our best selves consistently.

Mentorship: Providing guidance, influence, and direction to your AIMS community. Mentorship is serving our neighbors, community and families, especially with our strengths.

Strength: The influence or power possessed by you to combat the rigors of academic and real-life while resisting being moved or broken. Strength is both physical growth and the will power to complete the work we begin.



AIMSTRONG!

Teamwork: The combined action of each group member doing their part selflessly to benefit the whole. Teamwork is being part of a group which has an agreed goal.

Responsibility: Moral, legal, or mental accountability and taking ownership for one's actions. Responsibility is when we own our real part of getting teamwork, family, and planning done.

Organization: Preparation and efficiency when coordinating and carrying out activities. Organization is both how we plan and what we do to get things done systematically.

Nerve: Displaying courage, power, control and steadiness under pressure. Nerve knows when to step out to make a change in a situation or plan.

Grit: Unyielding courage in the face of hardship or danger that exemplifies your strength and courage. Grit is the way we set our plans and keep going to accomplish them, even when there are strong obstacles.



Why we do what we do.



Appendix xx: Fiscal Procedures

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200 ORGANIZATIONAL CONFLICT of INTEREST or SELF-DEALING (Related Parties)

201 Organizational Conflict of Interest or Self-Dealing (Related Parties)

AIMS K-12 College Prep Charter District feel that it is important for AIMS board members and key employees to understand the conflict of interest laws and rules that apply to the schools, to identify and avoid conflicts of interest. AIMS K-12 College Prep Charter District board and key employees shall receive annual conflict of interest training. Such training shall be provided at the time the board receives the mandatory Ralph M. Brown Act training required by the schools' charters and shall be provided by the school's legal counsel or another qualified provider. The conflicts of interest training shall cover specific topics including procedures for hiring, contractual arrangements, purchasing, bidding and expenditure approvals that help to prevent conflicts of interest.

AIMS will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to AIMS or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agencies and an affiliated or unaffiliated organization or a private or related individual.
- B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.
- C. Furnishing of goods, services or facilities between the agencies and an affiliated or unaffiliated organization or a private or related individual.
- D. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the Schools to an affiliated or unaffiliated organization or a private or related individual.
- E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the Schools.

Thus, AIMS K-12 College Prep Charter District will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated

companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

202 Board of Trustees Authorities

The Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the Schools' name, with Authorizer pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter Schools' certified public accountants and (xi) other activities associated with the operations of the Charter Schools.

The Board of Trustees will meet at least three (3) times per (Adoption, Interims and Closing) year to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203 Signature Authorities

To properly segregate duties within the Charter Schools, the Board of Trustees, Superintendent and Chief Business Officer are the only individuals with signatory authority and are responsible for authorizing all cash transactions. All checks require two signatures and Individual checks greater than \$8,000 will require Board Approval and signature prior to check issuance. AIMS will not print AP checks on site

In response to the recent legislative action, American Indian Model Schools has identified Essential Service in accordance with the guidelines in **Section 10**, **Item (g)** by California Department of Health.

g.) For the purposes of this Order, "Minimum Basic Operations" include the following, provided that employees comply with Social Distancing Requirements as defined this Section, to the extent possible, while carrying out such operations: i. The minimum necessary activities to maintain the value of the business's inventory, ensure security, process payroll and employee benefits, or for related functions. ii. The minimum necessary activities to facilitate employees of the business being able to continue to work remotely from their residences.

To comply with the "Stay in Place" ordinance, as of March 31, 2020, AIMS back office will obtain signatures from the individuals with signatory authority, create signature stamps to utilize for check issuance on behalf of AIMS. The initial definition of authority and method will remain in place. Checks will not be issued on behalf of AIMS without AIMS review and approval.

204 Government Access to Records

The Director of Operations or contracted business back office services provider will provide access to the organization's records to CBO or his designee and provide supporting records, as requested, in a timely manner.

205 Security of Financial Data

- A. The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The backup will be stored in a fire safe area and properly secured.
- C. All other financial data, unused checks and unclaimed checks will be secured by the Chief Business Officer or the business back office services provider from unauthorized access.

206 Security of School Documents

Originals of the following corporate documents are maintained, and their presence is verified on a periodic basis:

- A. Charters and all related amendments
- B. Minutes of the Board of Trustees and subcommittees
- C. Banking agreements
- D. Leases E. Insurance policies
- F. Vendor invoices
- G. Grant and contract agreements
- H. Fixed Asset inventory list

207 Use of School Assets

A. No employee may use any of the Schools property, equipment, material or supplies for personal use without the prior approval of the Director of Operations or Superintendent.

B. Personal Property intended for school-use must be pre-approved prior to use on campus. Without pre-approval, personal items for school use will not be covered by AIMS liability coverage.

208 Use of School Credit Cards

1. PURPOSE: The Board of Trustees of AIMS K-12 College Prep Charter District recognizes the efficiency and convenience afforded the day-to-day operation of AIMS charter school, for payments and recordkeeping for certain expenses, through the use of school credit cards. However, the Board recognizes the need to establish control measures for the use of these cards. The Board agrees that it has a responsibility to ensure that credit card expenses incurred by AIMS K-12 College Prep Charter District must clearly be linked to the business of AIMS schools. This policy addresses and establishes the proper use and assignment of school credit cards. The Board has agreed on the fundamental principles of this policy and has delegated responsibility for the implementation and monitoring of the policy to the Chief Business Officer (CBO).

2. DEFINITIONS:

- 2.01 Cardholder/User: The person for which the school credit card has been issued.
- 2.02 School credit card: The physical card and number associated with the card issued to the cardholder.
- 2.03 Administrator: The accounts payable staff member assigned to perform the online accounting process, follow up as required and file completed statement reconciliations.

3. SCHOOL CREDIT CARD USERS:

- 3.01 The following positions are authorized credit Cardholders/Users: The Superintendent of Schools, Chief Business Officer, Director of Sports Programs and the Head of Divisions of each AIMS charter school. No other employee may use an AIMS school credit card without express written approval by the Superintendent.
- 3.02 A list of those individuals issued a school credit card will be maintained by the CFO and the back-office services provider and reported to the Board of Directors annually.
- 3.03 A Cardholder/User employee who is no longer employed by AIMS charter schools shall return his or her AIMS school credit card upon termination or resignation to the CFO or CFO's designee.

3.04 Credit cards will be disabled immediately upon the termination or resignation or misuse of a Cardholder/User employee by the card administrator. Accounting for credit cards and settlement of credit card billings shall be part of employee separation checklists.

4. USER RESPONSIBILITIES:

- 4.01 Credit Cardholders/Users must take proper care of their school credit card(s) and take all reasonable precautions against damage, loss or theft by adherence to the following provisions:
- 4.01.1 All Cardholders/Users must keep secure and confidential all school credit card numbers and information.
- 4.01.2 Cardholders/Users shall not store sensitive school credit card data, including full account number, type, expiration and track data, in any method on computers or networks.
- 4.01.3 Cardholders/Users shall not transmit in an insecure manner, such as by email, unsecured fax or via mail, school credit card information.
- 4.01.4 Cardholders/Users shall restrict access to credit card data and processing to the Administrator or other authorized individuals.
- 4.01.5 Cardholders/Users shall maintain card information in a secure environment accessed only by the issued Cardholder/User.
- 4.02 Except for the Superintendent, Cardholders/Users shall not be allowed to authorize payment of their own travel expenses. Travel expenses for any Cardholder/ User other than the Superintendent must be pre-approved by the Superintendent and the CFO.
- 4.03 Cardholders/Users are responsible for retaining detailed receipts and/or supplier documentation for all purchases made with their school credit card, without which the Cardholder/User is responsible for the purchase.
- 4.04 Cardholders/Users shall submit detailed documentation, such as itemized detailed receipts and/or supplier documentation for services, travel and/or other actual and necessary expenses which have been incurred in connection with school-related business for which the school credit card has been used.
- 4.05 Failure to take proper care of school credit card(s) or failure to report damage, loss or theft may subject to the Cardholder/User to financial liability and discipline.
- 5. USAGE: School credit cards may only be used for legitimate AIMS charter school's business expenses and in accordance with AIMS K-12 College Prep Charter District policies, as defined below.
- 5.01 Credit cards shall only be used for transactions for which payment of check disbursement is not accepted or is not practicable, such as if the transaction would cause undue hardship to AIMS schools or the Cardholder/User.

- 5.02 School credit card usage is limited to the following types of expenses. Any deviations from this usage policy must have prior written approval from the Superintendent or CFO. The Superintendent may also approve expenses.
- 5.02.1 Business services, including catering or advertising.
- 5.02.2 Business supplies, including office supplies, educational supplies, operation and maintenance supplies.
- 5.02.3 Travel, including transportation services, airfare, car rental expenses, or payments to a travel agency.
- 5.02.4 Payments to educational and charitable organizations, including schools, colleges, vocational schools and membership organizations.
- 5.03 *EXCLUSIONS:* School credit cards shall not be used for cash advances, ATM, money orders, gift cards, alcohol, jewelry or clothing, medical expenses, or payment of fines or penalties unless prior written approval is received from the CFO. In no event shall a school credit card be used for a Cardholder/User's personal expenses.
- 5.04 This policy and the schools' use of the school credit cards shall not circumvent AIMS purchasing policies and procedures. A school credit card shall be used as a method of payment only after all required purchasing forms have been completed, including but not limited to check request, purchase orders, travel vouchers and purchase requisitions.
- 5.05 School credit card transactions are hereby authorized using the following methods:
- 5.05.1 Card present (Point-of-sale) transactions: The Cardholder/User shall present the school credit card for purchase of goods and services. The Cardholder/User shall obtain a receipt for all purchases and credits, note the transaction with a purchase order number and check request number as required, and attach those approved documents for submission to the Administrator.
- 5.05.2 Via telephone or mail order: The Cardholder/User shall provide the vendor or merchant the school credit card number, expiration date and other pertinent data necessary to complete the transaction. The Cardholder/User shall take reasonable precautions to ensure that the transaction is valid prior to providing school credit card data. The Cardholder/User shall note and record confirmation data or other supplier documentation, as available, shall note the transaction with a purchase order number and check request number as required, and shall attach those approved documents for submission to the Administrator.
- 5.05.3 Via internet: The Cardholder/User shall provide the vendor or merchant with the school credit card number, expiration date and other pertinent data necessary to complete the transaction. The Cardholder/User shall take reasonable precautions to ensure that the transaction is valid, and the website is secure prior to providing pertinent school credit card data. The Cardholder/User shall obtain a screen printout of the receipt, confirmation data or other supplier documentation, as available, shall note the transaction with a purchase order number and check request number as required, and shall attach those approved documents for submission to the Administrator.

- 5.06 Purchases shall not exceed the card limits per billing cycle set for school credit card use, or the overall financial credit limit of AIMS K-12 College Prep Charter District. The CFO shall monitor and may recommend changes to these limits. The Superintendent limit may be changed only by the Board of Directors. The list of limits by class of Cardholder/User will be maintained by the CFO and reviewed annually to ensure adherence to procurement policy thresholds.
- 5.07 Any benefits of the school credit card such as membership awards programs are only to be used for the benefit of AIMS K-12 College Prep Charter District and shall not be redeemed for personal use.
- 5.08 Purchases that are unauthorized, illegal, representative of a conflict of interest, are personal in nature or otherwise violate the intent of this policy may result in credit card revocation and discipline of the Cardholder/User.

6. DOCUMENTATION:

- 6.01 The Administrator shall ensure AIMS maintains detailed documentation that all expenses charged to school credit cards are supported by: a credit card slip; a detailed invoice or receipt, and any other supporting detailed documentation, from the Cardholder/User as evidence of the validity of expenses; and a check request and any other necessary detailed documentation as outlined by AIMS schools' purchasing policies and procedures.
- 6.02 The Administrator is responsible for accounting for all purchases within five (5) working days of receiving a credit card statement.
- 6.03 The Accounts Payable Clerk shall ensure that all school credit card statements are reconciled prior to AIMS payment and recording of expenses in the general ledger.
- 6.04 The Finance department will retain detailed receipts and documentation for no less than five (5) years following the purchase date.
- 7. PAYMENTS: School credit card statements will be paid in their entirety monthly or otherwise in accordance with the cardholder agreement with issuing financial institution.

To assist employees in the conduct AIMS K-12 College Prep Charter District business and recording of business-related transactions, AIMS has established a Credit Card Program. Your signature below acknowledges you have read and agree to comply with the provisions of the credit card program and its future modifications.

You (Cardholder/Employee) are being entrusted with a company credit card. The credit card is being provided to assist you in paying for those materials and supplies necessary for the performance of your job. This Card may be cancelled at any time at the sole discretion of the AIMS K-12 College Prep Charter District. Each card has an account number to allow the tracking of transactions.

The following highlights key provisions of the program.

- CARD RESTRICTED TO BUSINESS USED ONLY. The credit card issued to you must be used for the purchase of
 those materials and supplies necessary for the performance of your job. Materials and supplies may include
 but are not limited to classroom and instructional supplies, pre-approved travel, field trips, etc. You must
 sign the back of the card upon receipt. Use of the card is limited to you and you are prohibited from
 authorizing its use to any other individual for any purpose. The card shall not be used for personal purchases.
- 2. **COMPLETION OF MONTHLY PURCHASE REPORTS.** Once a month you will receive a statement listing all purchases charged to the "Account". Within 5 working days of receipt of the statement you will need to (a)verify the amount of the charges with the original receipt and attach the receipt. (b) write the appropriate expenditure account number and brief description on statement. (c) If there is any discrepancy related to a charge you will initiate follow-up with AIMS Katema Ballentine, Chief Business Officier at (510)893-8701 ext. 17, (d) sign the statement; and forward to your Approving Manager or Supervisor.
- 3. FAILURE TO FOLLOW THE REQUIREMENTS. Inappropriate use of the card includes but is not limited to: Use of the Card without authorization. Misuse of the Card in any way. Providing false or misleading information; and loss or theft of the Card due to employee gross negligence. In accordance with AIMS policies and procedures, failure by an employee to follow program requirements may result in disciplinary actions, up to and including employment termination.
- 4. LOSS OR STOLEN CARD. If your Card is loss or stolen, or if you think your Account was used without your permission, you should notify ELAN VISA (Name and contact information) immediately. Additionally, you must notify the AIMS Business Department at (510)893-8701 ext. 17.
- **5. SURRENDER CARD UPON TERMINATION OF EMPLOYMENT.** Upon termination of employment, you must immediately surrender the assigned card to your immediate supervisor.
- **6. ACKNOWLEDGMENT.** I acknowledge receipt of the Card ad was provided an opportunity to ask questions of a knowledgeable designate regarding the appropriate use of this card. I confirm that I have read and understand the above requirements and agree to comply with the procedures.

By signing below, I acknowledge I have read and understand the items discussed above.

Cardholder: ______ Department/Location: ______

Signature: _____ Phone Number: ______

Account (Card) Number: Card Expiration:

C. FINANCIAL MANAGEMENT POLICIES

300 BASIS OF ACCOUNTING

AIMS K-12 College Prep Charter District will maintain their accounting records and related financial reports on the accrual basis of accounting.

301 Accounting Policies

The accounting policies and financial reporting adopted are consistent with the non-profit requirements of the Financial Accounting Standards Board (FASB), FASB is the recognized standard setting body for establishing non-profit accounting and financial reporting principles.

302 Basis of Presentation

The accounts of the AIMS K-12 College Prep Charter District are organized on a basis of the charter school required elements of the Standardized Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter Schools use the following fund:

General Fund - This fund of AIMS K-12 College Prep Charter District is used to account for all financial resources associated with the operation of the schools. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

303 Revenues

Under the accrual basis of accounting, revenues recognized when earned.

304 Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

305 Incurred Costs

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

306 Cash Management

- A. The School maintains cash accounts at the following banks:
- 1. Operating EASTWEST Bank
- 2. Investment EASTWEST Bank/Community Bank

B. A schedule of aged accounts and grants receivable is prepared monthly by CSMC and reviewed by the Chief Business Officer for collection. Appropriate collection procedures are initiated, if necessary.

307 Grants Receivable Aging Criteria

Accounts receivables outstanding are aged on a thirty, sixty, ninety, and over-ninety-day basis.

308 Grant/Contract Invoicing

A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.

B. The invoicing format is that specified by the funding source.

309 Budgets

A. AIMS K-12 College Prep Charter District prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed and approved by the Board of Trustees, prior to June 30 each year and modified, as necessary.

B. Financial statements displaying budget vs. actual results are prepared by the back-office services provider and reviewed by the Chief Business Officer and presented to the Board of Trustees at each regularly scheduled board meeting.

310 Insurance and Bonding

A. The Schools maintain minimum levels of coverage, as deemed appropriate by the Superintendent, for the follow policies:

- 1. General liability
- 2. Business & personal property (including auto/bus)
- 3. Computer equipment
- 4. Workers' compensation
- 5. Personal injury liability
- D. The Schools require proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Superintendent.

311 Record Retention and Disposal

A. Records are maintained for the following indicated minimum periods:

- 1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for <u>seven years</u> after the original entry date.
- B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

311 Record Retention and Disposal - continued

E. All financial records are maintained in chronological order, organized by fiscal year.

F. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Head of Schools and Director of Operations, listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

312 Financial Reporting

The back-office services provider maintains supporting records in sufficient detail to prepare the Schools' financial reports, including:

- A. Annually:
- 1. Financial statements for audit
- 2. Annual budget
- B. Monthly:
- 1. Trial balance
- 2. Internally generated budget vs. actual financial statements
- 3. Billing invoices to funding sources
- 4. Updating the cash flow projection
- C. Periodically:
- 1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
- 2. Other reports upon request

313 Audit

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Celerity Charter Schools' financial statements in accordance with Government Auditing Standards and the Governmental Accounting Standards Board.

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

314 Audit/Finance Committee

A maximum of four and a minimum of three members of the Board of directors will act as an audit/finance subcommittee. Staff will review and present an analysis of independent auditor proposals to the committee and make a recommendation for selection of independent auditor. The committee will recommend and the Board will select the independent auditor and review the scope and results of the audit. The Board also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the committee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The Board of Directors will also review all financial information of the AIMS K-12 College Prep Charter District.

400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

401 Bank Accounts

A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of AIMS K-12 College Prep Charter District at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks:

EASTWEST BANK

COMMUNITY BANK

402 Petty Cash Checks Payments

A. Account has been closed.

403 Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

404 Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

405 Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

406 Liability For Compensated Absences

- A. Compensated absences arise from employees' absences from employment due to vacation leave. When the AIMS K12 College Prep (aka American Indian Model Schools) expect to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:
- 1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
- 2. The employee's right to receive the compensation for the future absences is vested or accumulates.
- 3. It is probable that the compensation will be paid.
- 4. The amount of compensation is reasonably estimable.
- B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

407 Debt

A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.

B. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

500 REVENUE

501 Revenue Recognition

The AIMS K-12 College Prep Charter District record revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

600 FACILITIES

601 Disposal of Property and Equipment

A. No item of property or equipment shall be removed from the premises without prior approval from the Director of Operations.

B. AIMS K-12 College Prep Charter District have adopted standard disposition procedures for AIMS' staff to follow, which include an Asset Disposal Form, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.

C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

700 PROCUREMENT POLICIES

701 AIMS K-12 College Prep Charter District adhere to the following objectives:

- 1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
- 2. Make all purchases in the best interests of AIMS and their funding sources.
- 3. Obtain quality supplies/services needed for delivery at the time and place required.

- 4. Buy from responsible sources of supply.
- 5. Obtain maximum value for all expenditures.
- 6. Deal fairly and impartially with all vendors.
- 7. Maintain dependable sources of supply.
- 8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in AIMS K-12 College Prep Charter Districts' supplier relationships.

A. AIMS K-12 College Prep Charter District will execute a Purchase Order for all purchases except when it is in the best interest of the company to obtain maximum value for its expenditures. When staff receives a lower price from companies that do not accept purchase orders, the decision will be made to utilize either a check or a credit card to make the purchase. Purchases shall be approved by the Superintendent for amounts less than \$50,000 per school and by the Board of Trustees if greater than \$50,001 per school.

B. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Superintendent. The agreement will identify all the terms and conditions of the lease.

Procurement Procedure

Accounts Payable

Accounts payable is a critical portion of your financial records and can be subject to fraud without careful reconciliation and oversight. Strong accounts payable audit procedures can ensure the accuracy and timeliness of your bill payments. The best accounts payable audit procedures allow a mixture of daily checks, routine internal controls and external audit procedures.

Laymen's Terms

In households, accounts payable are ordinarily bills from the electric company, telephone company, cable television or satellite dish service, newspaper subscription, and other such regular services. Householders usually track and pay on a monthly basis by hand using checks, credit cards or internet banking. In a business, there is usually a much broader range of services in the AP file, and accountants or bookkeepers usually use accounting software, such as Office-Wise to track the flow of money into this liability account when they receive invoices and out of it when they make payments.

Commonly, a supplier will ship a product, issue an invoice, and collect payment later, which describes a cash conversion cycle, a period of time during which the supplier has already paid for raw materials but hasn't been paid in return by the final customer.

When the invoice is received by the purchaser, it is matched to the packing slip and purchase order, and if all is in order, the invoice is paid. This is referred to as the three-way match. Invoice processing automation software handles the matching process differently depending upon the business rules put in

place during the creation of the workflow process. The simplest case is the two-way matching between the invoice itself and the purchase order. -Wikipedia

Routine Procedures

Accounts payable should be balanced daily to reconcile payments to recorded entries. Any discrepancy between the total amount paid and the total recorded should be examined and reconciled immediately. Management oversight of every individual involved in accounts payable should be stringent and should include routine monitoring of activities.

Sign-off procedures that help establish an audit trail should be enacted. These sign-offs include management review of goods and service requests, regular reconciliations, monthly discrepancy reports and individual sign-offs for large transactions to ensure that all information is correct.

Internal Controls

Internal controls for accounts payable include signature requirements according to payment amounts. AIMS requires two signatures for all checks submitted for payment as well as Board Approval and signature for all checks over the \$8000 threshold.

During book closing procedures at the end of a month or financial period, AIMS requires sign-off for all account payable work including summary totals and account reconciliations. Additionally, Spendwise provides a running report that monitors payment levels from accounts payable processing

In order to ensure fiscal vitality AIMS K-12 College Prep Charter District has established routine control procedures for accounts payable, outlined in the following pages.

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Purchase Rea •AIMS uses Spend-Wise to assist in the request and tracking of a Purchase. In order to request a service or Item the initial request should be entered into this system to ensure proper asset tracking

Purchase Order •Once the request is approved, a Purchase Order is produced. This document is forwarded to the Vendor/Supplier to prove that the work was approved for completion and ready for payment upon completion.

Goods Recipts •Goods and Receipts(or Services) are provided and can be accounted for in a fiscal year ranging from July 1st to June 30th. All services and Goods MUST be preformed or received in the current fiscal year.

Invoice Verification •Once Services/Good are received, the Vendor will forward a invoice for payment. The Invoice and a copy of the Purchase Order should be approved for payment and submitted to the Business Office.

Accounts Payable •The Business Office will review the submitted paperwork and submit for check issuance.

Payment

•Payment will then be issued to the Vendor.

What Do I do?

- Request approval for the service or product: In order to ensure proper accountability for the use of public funds all requests MUST go through the Spendwise Purchase Requisition System. A purchase order must accompany all remittances issued by AIMS K-12 College Prep Charter District. Emails and verbal permissions cannot be audited.
- Submit Purchase Order to Vendor/Supplier: Vendors and Suppliers require an audit trail as well.
 Purchase Orders are approved agreements that permit the service or goods to be received by AIMS.

 Receive Goods and/or Services: State and Federal requirements define that the funds we receive in a certain fiscal year must be utilized for services and goods received in that fiscal year. Please

keep in mind, that State General Purpose funds cannot be used on "cross-year" services or goods

 Collect Invoice from Vendor: The invoice or "bill" is list of the goods or services provided with a sum due. This document is the auditable trail that records of the products received. The bill is

required to issue a payment.

• Submit Invoice and P.O Copy/Number to Business Services: The complete package will ensure

timely payment to vendors

SPENDWISE: How to Create a Requisition/Purchase Order

Purchase orders

Overview

Purchase orders are used to place orders with vendors. To access purchase orders, go to the "Home"

menu and click on "Purchase orders" in the left menu. To sort the list of purchase orders, click on the

column header for the criteria you want to sort by. To filter the list of purchase orders, click on the

"Filters" button, select filters and click "Save", and to remove filters click the "Reset" button.

Creating purchase orders

To create a purchase order, complete the following steps:

1. From the "Home" menu click on "Purchase orders" in the left menu

2. Click on the "+ New Purchase Order" button above the list of purchase orders

3. Enter purchase order information

4. Click the "Save" or the "Save & New" button at the bottom of the form

Copying purchase orders

To copy a purchase order, complete the following steps:

1. From the "Home" menu click on "Purchase orders" in the left menu

2. Click on the purchase order that you want to copy

3. Click on the "More" button

4. Click on the "Copy" button

After completing the steps above a new purchase order will be created which you can then edit and save.

Editing purchase orders

To edit a purchase order, complete the following steps:

- 1. From the "Home" menu click on "Purchase orders" in the left menu
- 2. Click on the purchase order that you want to edit
- 3. Click on the "Edit" button and make any changes you want
- 4. Click on the "Save" or "Save & New" button at the bottom of the form

Viewing purchase orders

To view a purchase order, complete the following steps:

- 1. From the "Home" menu click on "Purchase orders" in the left menu
- 2. Click on the purchase order that you want to view
- 3. Click on the "View" button

Once you complete the steps above the view page will open. The view page is the finished copy of the purchase order which you can email or print.

Emailing purchase orders

To email a purchase order complete the following steps:

- 1. From the "Home" menu click on "Purchase orders" in the left menu
- 2. Click on the purchase order that you want to email
- 3. Click on the "Email" button
- 4. Enter or edit email information
- 5. Make sure to check the box next to any attachments you want to include in the email
- 6. Click the "Send" button at the bottom of the email popup form

After you complete the steps above an email will be sent to the email address/addresses in the "To" field. The email sent will include links to the purchase order view page and any attachments included in the email.

Printing purchase orders

To print a purchase order, complete the following steps:

- 1. From the "Home" menu click on "Purchase orders" in the left menu
- 2. Click on the purchase order that you want to print
- 3. Click on the "PDF Print" button
- 4. Print the PDF file

Printing purchase order detail

To print purchase order detail, complete the following steps:

- 1. From the "Home" menu click on "Purchase orders" in the left menu
- 2. Click on the purchase order that you want to print
- 3. Click on the "More" button
- 4. Click on "Print Page"

Opening purchase orders

To open a purchase order that is closed complete the following steps:

- 1. From the "Home" menu click on "Purchase orders" in the left menu
- 2. Click on the purchase order that you want to open
- 3. Click on the "More" button
- 4. Click on "Open"

Closing purchase orders

To close a purchase order that is open complete the following steps:

- 1. From the "Home" menu click on "Purchase orders" in the left menu
- 2. Click on the purchase order that you want to close
- 3. Click on the "More" button
- 4. Click on "Close"

Note that the system will automatically close a purchase order once all items have been received.

Voiding purchase orders

To void a purchase order, complete the following steps:

- 1. From the "Home" menu click on "Purchase orders" in the left menu
- 2. Click on the purchase order that you want to void
- 3. Click on the "More" button
- 4. Click on "Void"

702 Check Issuance

- 1. All checks require two signatures
- Checks written for \$8,000 and above require board approval, except for the following Vendors: PG&E (Electricity and Gas), AT&T (Office Telecommunications), EBMUD (Water Utilities), Waste Management, Mortgage and Rent payments. (The Vendors may be amended depending on Services)
- 3. A list of Vendors / Purchase Orders can be submitted to the Board of Trustees (Semi-Annually) for pre-approval to allow for invoice and remittance workflow.
- 4. Checks shall be Computer generated
- 5. Checks are sent to Vendor after upon obtaining the appropriate signatures and the copy of the check is made and filed.
- 6. Voided Checks must be labeled as "VOID" in large letters. A Copy must be filed accordingly
- 7. NO CHECKS SHALL BE MADE OUT TO CASH or WRITTEN IN ADVANCE

800 TRAVEL POLICIES

801 Pre-Approval for Travel

A. All employees must request approval prior to attendance for off-site conference. An authorization to attend must be approved by the Superintendent and reviewed by the Chief Business officer, if funded by restricted monies.

802 Employee Mileage Reimbursement

A. All employees are reimbursed either at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel or at a flat monthly rate which is taxable under IRS rules. In addition, parking fees and tolls paid are reimbursable if supported by invoices.

B. All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.

^{*}Note that once you void a purchase order you cannot un-void it

C. If employees request to be reimbursed at a monthly flat fee, the payment will be done through payroll and will be subject to all applicable taxes under the IRS regulations.

900 CONSULTANTS AND CONTRACTORS

901 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.

B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.

C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and AIMS K-12 College Prep Charter Districts' rights to educational curricula and intellectual property developed.

902 Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code.

In particular, consultants will:

A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work. B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable. C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits. D. Not be assigned a permanent workstation. E. Make their services available or work for a number of firms or persons at the same time. F. Will use his or her own stationery or time sheet in billing for services.

PART II

1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Celerity Schools.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

- 1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Director of Operations before entering into the accounting system.
- 2. Each entry in the accounting system is reviewed and approved by the Chief Business Officer.
- 3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
- 4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.
- 5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms and are prepared and reviewed by qualified accounting personnel.

6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached and are approved by the Chief Business Officer.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back office business services provider to the Chief Business

Officer.

- 2. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back-office business services provider.
- 3. At fiscal yearend and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Flow Projection

AIMS K-12 College Prep Charter District annually prepare and update monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

AIMS K-12 College Prep Charter District has internal control systems in place to monitor cash receipts and ensure that deposits are made in a timely manner. AIMS also use electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

- (i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
 - (ii) Listed receipts and credits compared to accounts receivable and bank deposits.
 - (iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

A. General

- 1. Mail is received by the Receptionist who sorts the checks and forwards them to the Finance department or the appropriate recipient.
- 2. All checks are restrictively endorsed by the Finance department.
- 3. The finance department prepares deposit slips and forwards them to the back office provider for the preparation of journal entries.
- 4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.
- 5. The back office business services provider reviews and signs off on journal entries.
- 6. The back office business services provider inputs journal entries.
- 7. The finance department makes deposits on weekly or as checks are received. All deposits are maintained in a secure area with limited access.
- 8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Chief Business Officer or designated finance staff and the back-office business services provider on a monthly basis.

Cash Handling Procedure (Internal)

AIMS Cash Handling Policy 2020-2021 School Year

General Procedures

- Schools are not authorized to use collected funds for any purpose whatsoever other than for deposit.
- Count cash at the end of each day.
- Balance cash to receipts daily prior to deposit. Keep a copy on a spreadsheet and file copy of receipt.
- Keep reconciliation log (Excel Spreadsheet for School Uniforms).
- All payments received must be logged in receipt book.
- Cash is never sent through school mail.

Front Desk Cash Handling (Lunch Payment, Sale of School Uniforms/Swag)

- Cash is accepted at the front desk from 9:30 a.m.-12:30 p.m.
- Cash deposited to the front desk must be stored in a lockbox immediately.
- MealTime (Lunch Program Payment System) deposits must be made to student's profile.
- Receipt must be logged and receipt must be given to parent/guardian after deposit is completed.
- By 12:45 p.m. lockbox and receipt book must be taken to finance department for cash handoff and review. (Double Count of Cash)

Online Lunch Payment

- Payment can be made online through Mealtime.com
- Payments can be made by visa, American Express or MasterCard
- Payments can be made throughout the year or lump sum payments can be made towards student account and lunch balance.

Reconciliation of Cash Handling

- Cash collected must be balanced by comparing the total of the cash to the pre-numbered receipt totals and the money received.
- Two staff members will review total cash amount received to ensure accuracy.
- Deposit tickets are to be reconciled to cash received, daily deposit printout from MealTime (Lunch Program Payment System).
- Proof of reconciliation is stored in finance office and locked in a file.

Security of Cash Handling

- Cash and other deposits are to be kept secured, in safe locked location always. Do not leave deposits or cash unlocked in desk, drawers or file cabinets.
- Front desk clerk is responsible to ensure all cash deposits that are brought to finance office must have finance clerk review and sign off on total received.
- Deposit bags must be secured along with any other deposits until dropped off to finance department.
- Finance department logs totals for the day in QuickBooks and total deposit is taken to the bank and deposit slip is retrieved.

Refund

- Refunds are completed through finance department. Front desk clerk should provide the following information, the students first and last name, amount of refund, date and reason to finance clerk.
- Once refund check is complete finance will mail check to parent/guardian.

Collections

• Print out MealTime (Lunch Program Payment System) negative balance report, call families with negative balances. Inform families to pay balance immediately.

COVID-19 Addendum

In response to the recent legislative action, American Indian Model Schools has identified Essential Service in accordance with the guidelines in <u>Section 10</u>, <u>Item (g)</u> by California Department of Health.

g.) For the purposes of this Order, "Minimum Basic Operations" include the following, provided that employees comply with Social Distancing Requirements as defined this Section, to the extent possible, while carrying out such operations: i. The minimum necessary activities to maintain the value of the business's inventory, ensure security, process payroll and employee benefits, or for related functions. ii. The minimum necessary activities to facilitate employees of the business being able to continue to work remotely from their residences.

Front Desk Cash Handling (Lunch Payment, Sale of School Uniforms/Swag)

- Cash is accepted at the front desk from 9:30 a.m.-3:00 p.m. at the 171 12th St. or 746 Grand Ave school site location.
- Cash deposited to the front desk must be stored in a secured lockbox with limited access immediately.
- MealTime (Lunch Program Payment System) deposits must be made to the student's profile.
- Receipt must be logged and receipt must be given to parent/guardian after deposit is completed.
- One a week Finance will come to 12th street for the cash handoff, reconciliation and review. (Double Count of Cash)

Online Lunch Payment

- Payment can be made online through Mealtime.com
- Payments can be made by visa, American Express or MasterCard
- Payments can be made throughout the year or lump sum payments can be made towards student account and lunch balance.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

- **B.** Internal Accounting Controls
- (i) Pre-numbered checks and special check protective paper.
- (ii) Match disbursement records against accounts payable/open invoice files.
- (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the back office business services provider, if applicable.
- (iv) Supporting documentation canceled to prevent resubmission for payment.
- (v) Detailed comparison of actual vs. budget disbursements on a periodic basis. (vi) Separation of duties to the extent possible for an organization the size of the Celerity Schools.

Procedures

- 1. When the transaction is complete, and payment is due, a pre-numbered check is prepared by the back office business services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Chief Executive Officer or Directors of School Services for approval.
- 2. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.
- 3. The Superintendent and Chief Financial Officer approves checks, after examining the supporting documentation.
- 4. After having been approved and/or signed, the checks are mailed directly to the payee by back office provider.
- 5. All supporting documents are uploaded into the A/P system by back office business services provider as back-up for each check.
- 6. All payment requests are researched in the A/P system by vendor and by invoice number to prevent double payments.
- 7. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies. 8. Bank statements are reconciled soon after receipt by either the back offices business services provider and reviewed by the Chief Business Officer.
- 8. All checks are printed by our back office

PETTY CASH FUNDS

THIS ACCOUNT IS CLOSED

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

A. Internal Accounting Controls

(i) AIMS K-12 College Prep Charter District do not use Petty Cash Funds. All local emergency school expenditures are done via credit card transactions.

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the AIMS K-12 College Prep Charter District hire only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies Procedures New Employees

- 1. Requests for new employees are initiated by the Principal and compared with the approved annual personnel budget.
- 2. New employees complete an Application for Employment.
- 3. New employees complete all necessary paperwork for payroll.
- 4. Employee is fingerprinted. Fingerprint clearance must be received by the AIMS before any employee may start work.

Vacation and Sick Pay

- 1. Employees accrue vacation time based on personnel policy of the AIMS Schools.
- 2. Employee is required to provide advanced notice to supervisors for a vacation request.
- 3. Regular part-time employees do not earn vacation time on a pro-rated bases based on personnel policy of the AIMS K-12 College Prep Charter District.

- 4. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Principal.
- 5. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Principal.
- 6. AIMS sick time is unpaid at release of employment. Any unused sick leave can be credited to PERS retirement system.
- 7. A General Journal entry is prepared at year-end to record the accrued vacation liability.
- 8. Unused vacation time is based on personnel policy of the Celerity Schools.

PERSONNEL DATA

TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper punching in and out utilizing a biometric clock to assure the accuracy of recorded time to cost objectives.

B. Punches

Labor hours are accurately recorded by the use of biometric clocks and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

- C. Internal Accounting Controls
- (i) Reconciliation of hours charged to attendance records.

Procedures

Time and Attendance

1. Hourly and salary employees' clock in and out using biometric time clocks daily. Hourly employees submit paper timesheets that are reconciled at each pay period with the time clock records.

Approval and Collection of Time and Attendance

- 1. Each employee's punches are reviewed daily by School Heads and exceptions are reported to HR.
- 2. Authorized time clock punches are processed by the back office business services provider for payment.

Reconciliation of Payroll to Punches

1. Hours shown on time and attendance system are reconciled to the hours recorded on the Payroll Register by the Payroll department for each payroll period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

- A. Internal Accounting Controls
- (i) Time records are periodically reconciled with payroll records.

Procedures

- 1. Employee time sheets are approved by School Heads. All deviations from pre-programmed parameters are approved by HR.
- 2. The total time recorded on time and attendance system and the number of employees is calculated by the payroll system and reviewed by HR and the back-office business services provider.
- 3. Recorded hours from the time clock punches are communicated to the Payroll Service electronically.
- 4. The payroll documents received from payroll software (e.g., calculations, payrolls and payroll summaries) are compared with employee punches, pay rates, payroll deductions, compensated absences etc. by the HR department and the back-office business services provider.
- 5. The back-office business services provider verifies gross pay and payroll deductions.
- 6. The total hours and number of employees are compared with the totals in the Payroll Register by the back-office business services provider.
- 7. The Payroll Register is reviewed and approved by AIMS appropriate personnel.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

Procedures

- 1. The web-based payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.
- 2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back-office business services provider.
- 3. The back-office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
- 4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back-office business services provider.

1300 DEPRECIATION

Procedures

1. AIMS K-12 College Prep Charter District capitalize all fixed assets when acquired and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GASB 34 depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The AIMS will use the straight-line method of depreciation over the assets useful life as determined as follow:

Computers 3 years, Office Equipment 5 years, Vehicles 5 years, Office Furniture 7 years, Leasehold Improvements, Life of lease or 5 years, whichever is greater, Building Improvements 20 years, and Building 30 years.

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure the AIMS K-12 College Prep Charter District pays for only authorized business expenses.

Major Controls

A. Travel Policies

AIMS K-12 College Prep Charter District has adopted policies on travel reimbursement.

B. Business Expense Reimbursement

In extremely rare circumstances, and with prior approval and/or a purchase order as may be required by the schools' purchasing policies and procedures, AIMS employees may purchase school supplies or services and seek reimbursement from AIMS. Reimbursements shall be made only for actual and necessary business expenses. Reimbursements shall not be used as an alternative to the purchase requisition system; all purchases for which employees seek reimbursement shall comply with the schools' purchasing policies and procedures.

No purchases of any school supplies or services shall be made without prior approval and/or a purchase order, as may be required by the schools' purchasing policies and procedures. In the event an employee seeks reimbursement for a purchase made without following these procedures, the school may refuse the services and deny payment or return the supplies to the vendor and deny payment, and the purchasing party may be held personally financially liable for payment of the supplies or services.

Reimbursement requests shall contain a receipt, invoice and/or record of sale, and all other relevant documentation, such as prior approval and/or a purchase order, as may be required by the schools' purchasing policies and procedures. Reimbursement requests shall be submitted via the purchase requisition system.

Purchases of the following items are not eligible for reimbursement by AIMS K-12 College Prep Charter District. Any purchases of such items, if appropriate, shall be made through the schools' purchase requisition system.

- o Deposits or advances for services that have not been rendered;
- o Donations or sponsorships;
- o Flowers, gifts or gift cards;
- o Personal cell phone purchases or monthly plans (these are handled by purchase orders, with minor accessory items allowed)
- o Alcoholic beverages; and
- o Individual items costing more than \$2,000, excluding travel.

Non-school-related purchases are prohibited. The use of AIMS K-12 College Prep Charter Districts' funds for personal use is prohibited, including the submission of any non-school related purchases for

reimbursement. Individuals who use or attempt to use AIMS funds or seek reimbursement for non-school related purposes shall be subject to disciplinary action. Any individual whom the Superintendent or his/her designee determines has sought reimbursement for irregular or unauthorized transactions, whether personal or unauthorized business transactions, will be subject to disciplinary action.

C. Internal Accounting Controls

- (i) Justification for travel approved by Superintendent.
- (ii) Documentation for incurred employee expenses.
- (iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement

Expense Reimbursement:

- 1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a Travel Report detailing the expenses incurred, attaching originals of supporting documentation.
- 2. All credit card purchases are supported by invoices in order to be reimbursed.
- 2. The employee's Travel Report and credit card purchases invoices are reviewed and approved by their management.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The Chief Business Officer works with the back-office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the AIMS' community. The budgets and projection are submitted to the Board of Trustees for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budget and projections

Procedures

- 1. In preparation of the annual operating and capital budget and cash flow projection, the back-office business services provider prepares a preliminary budgets and projection for review by the Chief Business Officer in consultation with the AIMS' staff.
- 2. To support budgets and projection estimates, the back-office business services provider prepares current year-to-date financial data with projections of year-end totals.
- 3. The back-office business services provider and the Chief Business Officer review the budgets and projection submitted for completeness and reasonableness.
- 4. The Board of Trustees approves and adopts the final budgets and projection.
- 5. The adopted budgets totals are entered in the General Ledger by the back-office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

Major Controls

A. Schedule

Monthly managerial reports are prepared based on a schedule.

- B. Review and Approval Financial reports are reviewed for accuracy and completeness.
- C. Audit

The annual financial statements of the AIMS' are audited by a certified public accounting firm.

Procedures

1. The back-office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.

- 2. AIMS K-12 College Prep Charter District submit to an audit of their financial statements by a qualified certified public accounting firm, in accordance with Governmental Auditing Standards
- 3. AIMS K-12 College Prep Charter District shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

- 1. AIMS K-12 College Prep Charter District maintains a schedule of required filing due dates for:
- (i) IRS Form W-2 Wage and Tax Statement.
- (ii) IRS Form W-3 Transmittal of Income and Tax Statements.
- (iii) IRS Form 940 Employer's Federal Unemployment (FUTA) Tax Return.
- (iv) IRS Form 941 Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
- (v) IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) U.S. Annual Information Return for Recipients of Miscellaneous Income.
- (i) Quarterly and annual state(s) unemployment tax return(s).
- 2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back-office business services provider for accuracy and completeness.

Appendix xxi: Sp.Ed Report

AIMS K-12 Charter School District Special Education Report

Programming:

In 2018, AIMS developed an independent Special Education department to fill the need for quality services and support for students with disabilities (SWD's). AIMS currently employs one Resource Specialist and Instructional Aide for K-8th, and a Special Education Coordinator/ High School Resource Specialist. Supplementary services such as Speech, Occupational Therapy, and School Psychology are provided by the OUSD SELPA on the two AIMS Campuses.

AIMS offers a Resource program with 100% of students in general education for 80%+ of their day. In order to support students with curriculum and provide special academic instruction, a Resource Study Skills elective period was piloted in the high school in 2019 and will be expanding to middle school in 2020. With this additional support, high school SWD average GPA increased from 2.73 to 3.54.

Enrollment: AIMS currently has 49 students qualified for Special Education and four students pending.

Child Find/Identification: From August 2018-June 2020, 24 students have been referred for Special Education assessment. Of those students, 14 were determined eligible and are receiving services.

Professional Development:

General education teachers are provided with biannual Special Education training on eligibility, accommodations, modifications.

In addition, all general education teachers have 1:1 meetings with the Resource Specialist to have an in-depth discussion about the needs and services of students in their classes, and to sign for their copies of the IEP At-a-Glance. Resource Specialists are available for additional training and have provided it to teachers in need of additional support.

Outcomes:

High school SWD average GPA increased from 2.73 in 2018 to 3.54 in 2019. 100% of AIMS High School SWD's were accepted into a 4 year college or university. 100% of SWD's graduated according to California A-G college prep standards.

SPECIAL EDUCATION MEMORANDUM OF UNDERSTANDING BETWEEN OAKLAND UNIFIED SCHOOL DISTRICT AND AMERICAN INDIAN MODEL SCHOOLS

This Special Education Memorandum of Understanding "MOU" or "Agreement" is executed by and between the Oakland Unified School District Special Education Local Plan Area ("District" or "SELPA") and American Indian Public Charter Schools ("Charter Schools"), (hereinafter collectively referred to as the "Parties").

RECITALS

WHEREAS, the District is a public school district, a political subdivision of the State of California and operates its own Special Education Local Plan Area ("SELPA");

WHEREAS, the current charter petition for American Indian Public High School ("AIPHS") was renewed by the District Board of Education on April 13, 2016, for a five (5) year term that began on July 1, 2016;

WHEREAS, the current charter petition for American Indian Public Charter School I ("AIMS I") was renewed by the District Board of Education on April 13, 2016, for a five (5) year term that began on July 1, 2016;

WHEREAS, the current charter petition for American Indian Public Charter School II ("AIMS II") was renewed by the District Board of Education on November 15, 2016, for a five (5) year term that begins on July 1, 2017;

WHEREAS, this MOU is intended to govern the provision of special education and relates services at AIPHS, AIMS I, and AIMS II;

WHEREAS, this MOU is intended to outline the Parties' agreements governing their respective responsibilities and legal relationship related to special education and related services and compliance with Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities Act; and

WHEREAS, this MOU is effective December 1, 2016;

NOW THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth the Parties do hereby agree as follows:

I. TERM

- A. This Agreement shall commence on December 1, 2016 and shall terminate on June 30, 2017.
- B. Any modification of this Agreement must be in writing and executed by duly authorized representatives of the parties specifically indicating the intent of the Parties to modify this Agreement.

II. SPECIAL EDUCATION SERVICES/SECTION 504

The following provisions govern the application of special education to students of the Charter Schools:

A. All children will have access to Charter Schools, and no student shall be denied admission to the Charter School due to his or her disability.

- B. Charter Schools shall be deemed "public schools" of the District in conformity with California Education Code section 47641(b) for the purposes of special education. The students of Charter Schools will be students of the District for the purposes of special education.
- C. The District will serve as the local educational agency ("LEA") of the Charter Schools for the purposes of special education, and as such must take steps to ensure all children eligible for special education and related services under the Individuals with Disabilities Education Act enrolled in the Charter School receive special education and designated instruction and services ("DIS services" or "related services") in conformity with their individualized education programs ("IEPs") and in compliance with the Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400 *et seq.*), its implementing regulations, and all applicable state and federal law. (Ed. Code § 47646(a).)
- D. If, in the future, Charter Schools become their own LEA and join another SELPA, the Parties agree this Agreement will be modified in light of that new status. Such modification will include, but not be limited to recognition that as an LEA member of another SELPA, Charter School shall be solely responsible for all aspects of compliance with State and Federal special education laws, and their respective implementing regulations. In the event that Charter School decides to become an independent LEA member of another SELPA, or anything other than a school of the District for purposes of special education, Charter Schools agree that such a change would necessitate revision or termination of this Agreement.
- E. **Section 504 and the Americans with Disabilities Act.** Charter Schools shall be solely responsible, at their own expense, for compliance with Section 504 and the Americans with Disabilities Act with respect to eligible students, including the initial determination of eligibility.

F. Services.

- 1. **Division and Coordination of Responsibility:** Except as expressly provided in Section F. 2 below, the Parties agree to allocate responsibility for the provision of special education and related services (including, but not limited to, identification, evaluation, IEP development and modification, and educational services) in a manner consistent with the allocation between the District and its local public school sites, and in conformity with applicable federal and state law. Except as expressly provided in Section F. 2 below, where particular services are generally provided by staff at the local school site level, Charter Schools will be responsible for providing said staff and programming; where particular services are provided to the school by central District Office, those services will be made available to the Charter School in a similar fashion.
 - a) **Staffing Requirements:** All special education and related services must be provided by qualified personnel who meet state certification, licensing, registration, or other applicable requirements.
 - b) **Contracts with Non–District Providers:** Except as provided in

F. 2 immediately below, the Charter Schools shall not contract with any outside person or agency for the provision of special education and/or related services to a student of the Charter Schools without prior written approval of the District. The District shall not unreasonably withhold its consent. Any such contracts may only be entered into with persons or entities properly certified by the State of California.

2. **Distribution of Responsibilities:**

- a) Charter Schools are responsible for making all special education referrals and for Child Find.
- b) Charter Schools are responsible for timely conducting all special education assessments. In the event the Charter School needs assistance, Charter School shall send an email to the SELPA Director.
- c) Charter Schools, in coordination with the District, are responsible for conducting the IEP process.
- d) Charter Schools and/or their agents shall provide all of the compliance activities and documentation associated with the following special education services that Charter Schools agree to provide: i) 1 FTE resource specialist; ii) resource specialist support and oversight; and iii) 0.6 FTE paraprofessional. The costs associated with these compliance activities are reimbursable under the conditions of this MOU.
- e) SELPA shall provide to Charter Schools equipment, books and materials including assessment materials necessary to complete assessments to develop and implement student IEPs.
- f) The materials, which Charter School must provide, that are associated with students needing the services listed above do not include extraordinary costs, such as non-public school placement.
- g) Except as otherwise expressly provided in this subsection, the District will provide related services, including speech and language therapy, occupational therapy, and psychological services for Charter School students eligible for such related services under IDEA.
- 3. **Identification and Referral:** The Charter Schools shall have the same responsibility as any other public school of the District to work cooperatively with the District in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services under IDEA. The Charter Schools will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and District policy. As between the Charter Schools and the District, the

Charters School are responsible for obtaining the cumulative files, prior and/or current IEPs and other special education information for any student enrolling from a non-District school. Within ten (10) days of enrollment the Charter Schools shall forward copies of all such information to the District.

Consistent with state and federal special education laws, a student shall be referred to special education and related services only after the resources of the general education program have been considered and where appropriate utilized. The development of an assessment plan requires the participation of a District employee.

The Charter School shall implement a student study team ("SST") process that is similar to the SST process utilized by the District. If there is a request for assessment, the SST process shall not be offered in lieu of an assessment plan.

The District shall provide Charter Schools with any assistance that it generally provides its other public schools in the identification and referral processes. When a student who is eligible for special education transfers from a District school to the Charter School, the Charter School shall immediately notify the District and request that the District school-of-origin forward the student's records to the Charter School.

- 4. **Enrollment:** The Charter School shall include on its enrollment form(s) a question regarding whether a child seeking to enroll is, or may be, eligible for special education and related services. The Charter Schools shall provide the District with a list of special education students enrolled in the Charter Schools on a quarterly basis.
- 5. **Assessment:** The Charter Schools shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments, triennial assessments, and independent education evaluations ("IEEs"), in accordance with the District's general practice and procedure and applicable law. The Charter Schools shall not conduct or fund an IEE without prior written approval of the District. Should the Charter Schools conduct or fund an IEE of a student without the prior written approval of the District, the Charter Schools shall be solely responsible for the costs of said IEE.
- 6. **Interim Placements:** For students with a current IEP who enroll in the Charter School from a school outside the SELPA, the Charter School shall provide the student with an interim placement not to exceed thirty (30) days. The Charter School shall notify the District immediately of a student who may fall into this category. The District will provide consultative assistance to the Charter School to help transition such students.
- 7. **Individualized Education Programs ("IEPs"):** Responsibility for arranging necessary IEP team meetings shall be allocated in accordance with the District's general practice and procedure and applicable law. The Charter Schools shall be responsible for coordinating the required teacher(s), service provider(s), and designated representative(s) of the

Charter Schools and/or District in attendance at the IEP team meetings in addition to representatives who are knowledgeable about the general and special education programs at the Charter Schools as well as inviting a District representative to the IEP team meeting and ensure their attendance.

- a) **IEP Contents:** The Charter Schools shall use the District's forms to complete the IEPs, and subject to technology support, have access to the online system to complete IEPs.
- b) **Parent Consent:** Each party shall notify the other party any time a parent/guardian refuses to consent to any portion of an IEP. In the event of a dispute, the Charter Schools will contact the District within five (5) days to begin the resolution process.
- 8. Eligibility Placement: Decisions regarding eligibility, goals/objectives, program, placement, services, and/or exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include a designated representative of the Charter Schools. Services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures, and requirements of the District and of the SELPA. In the event of a dispute between the Charter Schools and the District regarding eligibility, goals/objectives, program, placement, and/or exit, the District shall be obligated to make the appropriate recommendation regarding the offer of a FAPE.
- 9. **Independent Study:** It is understood that in accordance with Education Code section 51745(c), no individual with exceptional needs may participate in independent study, unless his or her IEP specifically provides for that participation. Accordingly, students who seek enrollment in the Charter Schools with an active IEP may not be formally enrolled in an independent study program until an IEP team has convened to ensure the appropriateness of the placement. Parents shall be notified of this process upon application to the Charter Schools.
- 10. **Nonpublic Schools, Private Schools, Residential Placements:** The Charter Schools shall not make referrals for placement at nonpublic schools, private schools, or residential placements without prior written approval of the District. If a parent/guardian unilaterally places a student at a nonpublic school, private school, or residential placement, the Charter Schools shall immediately notify the District.
- 11. **Educational Services and Programs:** To the extent that the agreed upon IEP requires special education or related services to be delivered by staff other than the staff of the Charter Schools, the District shall provide and/or arrange for such services in the same manner that it would be legally obligated to provide to the students at its other District schools. The District shall consult with the Charter Schools in determining which staff and/or agencies will be assigned to work with the Charter Schools. Wherever possible, the District shall select staff to work with the Charter Schools consistent with the Charter school's mission and charter.

However, the District retains the right to make personnel and staffing decisions with respect to special education and related services for the students of the Charter School.

- 12. **Parent Concerns:** The Charter Schools shall instruct parents/guardians to raise concerns regarding special education and related services to the staff of the Charter Schools. The Charter Schools shall immediately notify the designated District representative of any complaints related to special education and related services, so that the Parties may determine whether the complaint should be addressed at the site or District level. If the complaint will be resolved at the District level, the Charter Schools shall provide a written summary of the parents/guardians' concerns to the District. The District representative in consultation with the Charter Schools' representative shall respond to and address the concerns of the parent/guardian.
- 13. **Complaints:** In consultation with the Charter Schools, the District shall address/respond/investigate all complaints received under the Uniform Complaint Procedure involving special education.
- 14. **Due Process Hearing/Mediations:** In consultation with the Charter Schools, the District may file a due process complaint regarding a student enrolled in the Charter Schools as the District determines is legally necessary to meet its responsibilities under federal and state law. If after consultation, the District agrees to the filing of a due process complaint in order for the Charter Schools and/or the District to meet its responsibilities under federal and state law, the Parties will agree in writing to a timeline and allocation of duties for filing the complaint. If the timeline is not met, or if the Charter Schools believe a due process complaint is necessary but the District disagrees, the Charter Schools may seek dispute resolution as provided for herein.

The District and the Charter Schools shall cooperate to defend against a due process complaint brought by a student enrolled in the Charter Schools. In the event that the District determines that legal counsel representation is needed, the District and the Charter Schools shall be jointly represented by the District legal counsel. In the event that the Charter Schools wish to seek separate counsel, the Charter Schools shall be responsible for the separate costs of its legal counsel. Unless there is a conflict of interest warranting separate legal counsel, the Charter Schools shall cooperate in all aspects of preparing for and conducting the due process hearing, including making the staff of the Charter School available. A representative of the Charter Schools shall attend all mediations and hearings regarding students of the Charter Schools.

15. **SELPA Activities and Meetings:** The SELPA Director or designee shall represent the Charter Schools at all SELPA meetings as it represents the needs of all schools in the District. Reports to the Charter Schools regarding SELPA decisions, policies, etc., shall be communicated to the Charter Schools as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such

opportunities/information shall be made available to the staff of the Charter Schools. To the extent that District site staff has the opportunity to participate in committee meetings of the SELPA as representatives of the District, such opportunities may be made available to the staff of the Charter Schools.

- 16. **School District of Residence:** The District shall be responsible for providing all services under this MOU to all Charter School students eligible under IDEA regardless of their school district of residence consistent with applicable laws while enrolled at the Charter Schools.
- 17. **SELPA Requirements:** The Charter Schools agree to adhere to the policies and requirements of the SELPA and to District policies regarding the provision of special education and related services.
- 18. **Contracted Services:** If needed due to limited special education staff, the District may seek out contracts with other school districts, companies, or organizations to serve the students of the Charter Schools. The Charter Schools shall assist the District in procuring such services as necessary but the Charter Schools shall not directly contract with other school districts, companies, or organizations without written consent of the District.

G. **Funding**

- 1. **Retention of Special Education Funds by District:** The Parties agree that, pursuant to the division of responsibilities set forth in this MOU, the Charter Schools have elected the status of operating as a public school of the District for the purposes of special education, and the District has agreed to provide special education and related services for the Charter School, consistent with the services it provides at its other public schools. Consistent with the division of responsibility set forth in this MOU, the District shall retain all state and federal special education funding allocated for students of the Charter School through the SELPA.
- 2. Charter Schools Contribution to Encroachment: The District shall retain all revenue generated by Charter Schools for the delivery of special education and related services promised in this Agreement. Each school year, Charter Schools will contribute an equitable share of excess costs expended by the District to the District ("encroachment"), to the extent that the prior year District-wide (including Charter Schools) special education costs exceeded District-wide (including Charter Schools) special education funding. The prior year's excess costs shall be charged to Charter Schools on a prorated basis, based upon the number of students enrolled at Charter Schools compared to District-wide enrollment, recalculated annually. The formula for calculating Charter Schools' contribution is as follows: Total District encroachment divided by Districtwide attendance x Total Charter schools attendance, including all students, regardless of home district. No prorated adjustment will be made for students who leave or who enroll during the academic year after P2 counts. The encroachment amount owing to the District shall be offset by any cost the Charter Schools have incurred in providing

necessary special education services to its students provided that such costs have been approved by the District prior to being incurred by the Charter Schools.

- 3. The District shall provide the Charter Schools with documentation as to the calculation of the Charter Schools' share of encroachment and allow the Charter Schools an opportunity to provide input and respond to the calculation prior to invoicing the Charter Schools for the prior year. Any disputes over the calculation of the encroachment share shall be resolved through the dispute resolution procedures provided in this Agreement.
- 4. The District shall be responsible for all costs related to the service of Charter Schools' students in the same manner, as it is responsible for the cost of serving other students of the District.
- 5. **Credit to Charter schools:** Charter School shall receive an annual credit against the annual encroachment contribution for the services the Charter Schools provide to its special education students. The credit is based on the actual costs incurred by Charter School in providing the following:

Resource Specialist – 1.0 FTE Paraprofessional – 0.6 FTE

IV. INDEMNIFICATION

The District shall indemnify and hold the Charter Schools harmless from any liability related to the District's provision of special education services to the students of Charter School by District employees or their agents. This indemnification shall include legal defense of the Charter Schools and their officials and employees against special education due process hearing requests and/or complaints determined to be based on the actions of the District. The District shall indemnify the Charter Schools and their officials and employees against any remedies that may be awarded or agreed to for the District's failure to provide agreed upon special education and related services which include speech and language services, occupational therapy, and psychological services.

The Charter Schools shall indemnify and hold District and its Board Members, trustees, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Agreement or its performance, to the extent that such loss, expense, damage or liability was caused in whole or in part by the negligence, intentional act or willful misconduct of the Charter Schools, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it.

V. INSURANCE

The Charter Schools, at their sole cost and expense, shall both obtain and keep in full force and effect, beginning on the commencement date and continuing until this Agreement terminates, the following insurance policies for the Site, or, in lieu of maintaining coverage through an insurance company, use a self-insurance mechanism

that meets the following criteria:

A. Liability Insurance.

- 1. General Liability Insurance. Commercial general liability insurance with respect to the Dedicated Space, if any, and the operations of or on behalf of the Charter Schools in, on or about the Dedicated Space, including but not limited to: bodily injury, blanket contractual, and broad form property damage liability coverage in an amount not less than One Million Dollars (\$1,000,000) in the aggregate, and excess liability coverage on a basis consistent with coverage for schools of a type similar to Charter School. The policy shall be endorsed to name the Oakland Unified School District as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance primary, provided however, that District's insurance shall be primary for claims caused by the actions of third parties, except to the extent that the third party's actions arose as a result of the negligence, intentional disregard or malfeasance of the Charter Schools.
- 2. Property Insurance. Property insurance against fire, vandalism, malicious mischief and such other additional perils as now are or hereafter may be included in a standard "All Risks" coverage, including sprinkler leakage, insuring all of Charter School's trade fixtures, furnishings, equipment, stock, loss of income or extra expense, and other items of personal property ("Charter's Property") in an amount not less than eighty hundred percent (80%) of fair market value.
- 3. Workers' Compensation, Employer Liability. Workers' compensation insurance in accordance with provisions of the California Labor Code adequate to protect the Charter Schools from claims that may arise from its operations pursuant to the Workers' Compensation Act.
- B. The Charter Schools shall provide the District with certificates of insurance upon request by the District.

All policies of insurance required to be carried by the Charter Schools shall be written by responsible insurance companies authorized to do business in the State of California. Any such insurance required of Charter Schools hereunder may be furnished by the Charter Schools under any blanket policy carried by it or under a separate policy therefor. A true and exact copy of each paid-up policy evidencing such insurance or a certificate of the insurer, certifying that such policy has been issued, providing the coverage required and containing the provisions specified herein, shall be delivered to the District upon request. The District may, at any time and from time to time, upon reasonable notice to the Charter Schools and at no cost to Charter School, inspect and/or copy any and all insurance policies required hereunder, and in no event shall the then-limits of any policy be considered as limiting the liability of the Charter Schools under this Agreement.

VI. General Provisions

A. Legal Relationship and Compliance

The Charter Schools and District agree that the Charter Schools are a separate legal entity that operates the Charter schools under the supervisorial oversight of the District. The Charter Schools retain all operating charter rights and responsibilities, as provided by law, including but not limited to the charter law mega-waiver in Section 47610 of the Education Code, access to charter State bonds and charter appeal rights.

B. No Liability for Debt; No Authority to Bind the District.

The District shall not be liable for the debts or obligations of the Charter Schools or for claims arising from the performance of acts, errors, or omissions by the Charter Schools, as long as the District has performed the oversight responsibilities described in Education Code Sections 47604.32 and 47605(m).

Charter School shall not have the authority to enter into a contract that would bind the District, nor to extend the credit of the District to any third person or party. Charter School shall clearly indicate to vendors and other entities and individuals outside the District with which or with whom Charter School enters into an agreement or contract for goods or services that the obligations of Charter School and are not the responsibility of the District.

C. Non-Discrimination.

The Charter Schools agree to comply with Title VII of the Civil Rights Act of 1964 and that no person shall, on the grounds of race, creed, color, disability, sex, sexual orientation, national origin, age, religion, Vietnam era Veteran's status, political affiliation, or any other non-merit factor, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this Agreement.

- 1. The Charter Schools shall, in all solicitations or advertisements for applicants for employment placed as a result of this Agreement, state that it is an "Equal Opportunity Employer" or that all qualified applicants will receive consideration for employment without regard to their race, creed, color, disability, sex, sexual orientation, national origin, age, religion, Vietnam era Veteran's status, political affiliation, or any other non-merit factor.
- 2. The Charter Schools shall, if requested to so do by the District, certify that it has not, in the performance of this Agreement, discriminated against applicants or employees because of their race, creed, color, disability, sex, sexual orientation, national origin, age, religion, Vietnam era Veteran's status, political affiliation, or any other non-merit factor.
- 3. If requested to do so by the District, the Charter Schools shall provide the District with access to copies of all of its records pertaining or relating to its employment practices, except to the extent such records or portions of

such records are confidential or privileged under state or federal law.

4. Nothing contained in this Agreement shall be construed in any manner so as to require or permit any act, which is prohibited by law.

D. Drug-Free Workplace.

The Charter Schools and its employees shall comply with the District's policy of maintaining a drug-free workplace. Neither the Charter Schools nor Charter School employees shall unlawfully manufacture, distribute, dispense, possess or use controlled substances, as defined in 21 U.S. Code § 812, including, but not limited to, marijuana, heroin, cocaine, and amphetamines, at any District facility or work site. If the Charter Schools or any employee of the Charter Schools are convicted or plead nolo contendere to a criminal drug statute violation occurring at a District facility or work site, the Charter Schools within five days thereafter shall notify the District's Office of Charter Schools. Violation of this provision shall constitute a material breach of this Agreement.

E. Annual Meet and Confer; Dispute Resolution.

The District or the Charter Schools may, at any time, convene a meeting to discuss each Parties' obligations under this Agreement and to review implementation issues that may arise or any needed modifications or changes in this Agreement.

Notwithstanding anything in this Agreement to the contrary, disputes between the Charter Schools and the District regarding this Agreement, including, the alleged violation, misinterpretation, or misapplication of this Agreement shall be resolved using the dispute resolution process identified below.

The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses and phone numbers of designated representatives of the party (the designated representatives must be an employees(s) of Charter School or the District); (2) a statement of the facts of the dispute, including information regarding the parties attempts to resolve the dispute; (3) the specific sections of the Agreement that are in dispute; and (4) the specific resolution sought by the party. Within twenty (20) business days from receipt of the notice of dispute the representatives from Charter School shall meet with representatives from the District in an informal setting to try to resolve the dispute.

Neither party may commence a regulatory or civil action until after the completion of the informal dispute resolution process, or 60 calendar days after requesting the meeting, whichever occurs first.

F. Entire Agreement

This MOU contains the entire agreement of the Parties with respect to the matters covered hereby, and supersedes any oral or written understanding or agreements between the Parties with respect to the subject matter of this agreement. No person or party is authorized to make any representations or

warranties except as set forth herein, and no agreement, statement, representation or promise by any Party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied on any of their agents or consultant except as may be expressly set forth in this MOU. The Parties further recognize that this MOU shall only be modified in writing and by the mutual agreement of the Parties.

VII. SEVERABILITY

If any provision or any part of this Agreement is for any reason held to be invalid and or unenforceable or contrary to public policy, law or statute, and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

All notices, request and other communication under this Agreement shall be in writing and mailed to the proper address as follows:

To the District/SELPA at:

Oakland Unified School District/SELPA 1000 Broadway, 3rd Floor Oakland, CA 94607 Attn: Dr. Sharon Falk sharon.falk@ousd.org

Office of Charter Schools 1000 Broadway, 6th Floor Room 640 Oakland, CA 94607 silke.bradford@ousd.org

To the Charter schools:

Superintendent Maya Woods-Cadiz American Indian Model Schools 171 12th Street Oakland, CA 94607 maya.woods-cadiz@aimschools.org

Dated:		
	Dr. Sharon Falk SELPA	
Dated:		
	Maya Woods-Cadiz CHARTER SCHOOLS	

Appendix xxii: Awards and Recognition

Year	School	Award	Organization / Entity	Reference
2004-2005	AIMS College Prep Middle School (AIPCS)	Title I Academic Achievement Award School	California Department of Education	
2005-2006	AIMS College Prep Middle School (AIPCS)	Title I Academic Achievement Award School	California Department of Education	
2006-2007	AIMS College Prep Middle School (AIPCS)	National Blue Ribbon School	U.S. Department of Education	https://nationalb
2006-2007	AIMS College Prep Middle School (AIPCS)	Title I Academic Achievement Award School	California Department of Education	
2007-2008	AIMS College Prep Middle School (AIPCS)	Title I Academic Achievement Award School	California Department of Education	
2008-2009	AIMS College Prep Middle School (AIPCS)	Title I Academic Achievement Award School	California Department of Education	https://www.cde
2009-2010	AIMS College Prep Middle School (AIPCS)	Title I Academic Achievement Award School	California Department of Education	https://www.cde
2010-2011	AIMS College Prep Middle School (AIPCS)	Title I Academic Achievement Award School	California Department of Education	https://www.cde
2010-2011	AIMS College Prep Middle School (AIPCS)	California Distinguished School	California Department of Education	https://www.cde
2011-2012	AIMS College Prep Middle School (AIPCS)	Title I Academic Achievement Award School	California Department of Education	
2014-2015	AIMS College Prep Middle School (AIPCS)	Star School Award	Educational Results Partnership	
2015-2016	AIMS College Prep Middle School (AIPCS)	Star School Award	Educational Results Partnership	
2015-2016	AIMS College Prep Middle School (AIPCS)	Top-Performing Bay Area Public Schools for Low-income African American Students in English	Innovate Schools	https://reports.in
2015-2016	AIMS College Prep Middle School (AIPCS)	Top-Performing Bay Area Public Schools for Low-income African American Students in Math	Innovate Schools	https://reports.in
2016-2017	AIMS College Prep Middle School (AIPCS)	Star School Award	Educational Results Partnership	
2016-2017	AIMS College Prep Middle School (AIPCS)	Top-Performing Bay Area Public Schools for Low-income African American Students in Math	Innovate Schools	https://reports.in
2017-2018	AIMS College Prep Middle School (AIPCS)	Star School Award	Educational Results Partnership	
2018-2019	AIMS College Prep Middle School (AIPCS)	Star School Award	Educational Results Partnership	
2019-2020	AIMS College Prep Middle School (AIPCS)	Top-Performing Bay Area Public Schools for Low-income African American Students in Math	Innovate Schools	https://reports.in

Year	School	Award	Organization / Entity
2015-2016	AIMS College Prep Middle School (AIPCS I & AIPCS II)	Middle School Boys Cross Country Champions	Oakland Athletic League
2018-2019	AIMS College Prep Middle School (AIPCS I & AIPCS II)	6th-7th Grade Girls Champions	City of Oakland City Wide Youth
2018-2019	AIMS College Prep Middle School (AIPCS I & AIPCS II)	8th Grade Girls Champions	City of Oakland City Wide Youth

Appendix xxiii: Cash Flows and Assumptions



American Indian Public Charter

June 2020

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All
Program	All
Lcp	All

Group Description	Account	Account Description	
Liquidity Ratio			27.6
Assets			
Current Assets			
Cash	9126-020	Cash in Scholarship Account- NON PUBLIC FUNDS	\$299,891
Accounts Receivables	9200-020	Accounts Receivables	\$8,910
Accounts Receivables	9290-020	Due from Government Grantors	\$1,045,568
Prepaid Expenses	9330-020	Prepaid Expenses	\$3,399
Total Current Assets			\$1,357,768
Fixed Assets			
Buildings and Improvements	9420-020	Building/Leasehold Improvements	\$457,637
Buildings and Improvements	9420-020-39	Building/Leasehold Improvements	\$212,324
Furniture and Fixtures	9440-020	Furniture Fixtures and Equipment	\$97,621
Accumulated Depreciation	9425-020	Accumulated Depreciation - Building/Leasehold Improvements	(\$496,613)
Accumulated Depreciation	9445-020	Accumulated Depreciation - Furniture, Fixtures & Equipment	(\$76,852)
Total Fixed Assets			\$194,116
Other Assets			
Security Deposits	9350-020	Security Deposits	\$2,500
Total Other Assets			\$2,500
Total Assets			\$1,554,384
Liabilities And Net Assets			
Current Liabilities			
Accounts Payable	9505-020	Accounts Payable-Accrual	\$1,005

Accrued Salaries, Payroll Taxes, Postemployment Benefits	9665-020	Compensated Absences Payable	\$44,838
Deferred Revenue	9650-020-01	Deferred Revenue	\$1,275
Deferred Revenue	9650-020-02	Deferred Revenue	\$2,098
Total Current Liabilities			\$49,216
Long Term Liabilities			
Capital Leases Payable	9667-020	Capital Leases Payable	\$27,171
Long Term Intercompany Payables			\$278,830
Total Long Term Liabilities			\$306,001
Total Liabilities			\$355,217
Net Assets			
Restricted Net Assets	9780-020-73	Temporarily Restricted Net Assets	\$982
Restricted Net Assets	9780-020-75	Temporarily Restricted Net Assets	\$12,032
Restricted Net Assets	9780-020-95	Temporarily Restricted Net Assets	\$18,242
Unrestricted Net Assets	9790-020	Undesignated Fund Balance	\$1,096,330
Unrestricted Net Assets	9791-020	Scholarship Fund Balance	\$100,934
Profit/Loss YTD			(\$29,353)
Total Net Assets			\$1,199,167
Total Liabilities And Net Assets			\$1,554,384

Appendix xxiv: Salary Schedules

Instructional Aide II

FTE: FULL TIME EQUIVALENT

DAYS PER YEAR HOURS PER DAY

 12 MONTH POSITION
 260
 8

 11 MONTH POSITION
 205
 8

Head of School	PCN 1300 \$ Monthly \$	\$TEP I 113,275.00 \$ 9,439.58 \$	\$TEP II 115,000.00 \$ 9,583.33 \$	\$TEP III 116,725.00 \$ 9,727.08 \$	\$TEP IV 118,475.88 \$ 9,872.99 \$	STEP V 120,253.01 \$ 10,021.08 \$	STEP VI 122,056.81 \$ 10,171.40 \$	Step VII STEP VII 123,887.66 \$ 125,74 10,323.97 \$ 10,47
	Daily \$ Hourly \$	435.67 \$ 54.46 \$	442.31 \$ 55.29 \$	448.94 \$ 56.12 \$	455.68 \$ 56.96 \$	462.51 \$ 57.81 \$	469.45 \$ 58.68 \$	476.49 \$ 48 59.56 \$ 6
Head of Division	1300 \$ Monthly \$	93,575.00 \$ 7,797.92 \$	95,000.00 \$ 7,916.67 \$	96,425.00 \$ 8,035.42 \$	97,871.38 \$ 8,155.95 \$	99,339.45 \$ 8,278.29 \$	100,829.54 \$ 8,402.46 \$	102,341.98 \$ 103,87 8,528.50 \$ 8,65
	Daily \$ Hourly \$	359.90 \$ 44.99 \$	365.38 \$ 45.67 \$	370.87 \$ 46.36 \$	376.43 \$ 47.05 \$	382.07 \$ 47.76 \$	387.81 \$ 48.48 \$	393.62 \$ 39 49.20 \$ 4
Dean of Schools (Secondary)	1300 \$ Monthly \$	68,950.00 \$ 5,745.83 \$	70,000.00 \$ 5,833.33 \$	71,050.00 \$ 5,920.83 \$	72,115.75 \$ 6,009.65 \$	73,197.49 \$ 6,099.79 \$	74,295.45 \$ 6,191.29 \$	75,409.88 \$ 76,54 6,284.16 \$ 6,37
	Daily \$ Hourly \$	265.19 \$ 33.15 \$	269.23 \$ 33.65 \$	273.27 \$ 34.16 \$	277.37 \$ 34.67 \$	281.53 \$ 35.19 \$	285.75 \$ 35.72 \$	290.04 \$ 29 36.25 \$ 3
ean of Students (High School)	1300 \$	70,427.50 \$	71,500.00 \$	72,572.50 \$	73,661.09 \$	74,766.00 \$	75,887.49 \$	77,025.81 \$ 78,18
	Monthly \$ Daily \$ Hourly \$	5,868.96 \$ 270.88 \$ 33.86 \$	5,958.33 \$ 275.00 \$ 34.38 \$	6,047.71 \$ 279.13 \$ 34.89 \$	6,138.42 \$ 283.31 \$ 35.41 \$	6,230.50 \$ 287.56 \$ 35.95 \$	6,323.96 \$ 291.87 \$ 36.48 \$	6,418.82 \$ 6,51 296.25 \$ 30 37.03 \$ 3
LASSIFIED MANAGEMENT	Hourry \$	33.00 7	34.30 V	34.05 \$	33.41 7	33.33 \$	30.40 7	37.03 \$
nief Business Officer 2 MONTH POSITION	2300 \$ Monthly \$	118,200.00 \$ 9,850.00 \$	120,000.00 \$ 10,000.00 \$	121,800.00 \$ 10,150.00 \$	123,627.00 \$ 10,302.25 \$	125,481.41 \$ 10,456.78 \$	127,363.63 \$ 10,613.64 \$	129,274.08 \$ 131,21 10,772.84 \$ 10,93
	Daily \$ Hourly \$	454.62 \$ 56.83 \$	461.54 \$ 57.69 \$	468.46 \$ 58.56 \$	475.49 \$ 59.44 \$	482.62 \$ 60.33 \$	489.86 \$ 61.23 \$	497.21 \$ 50 62.15 \$ 6
assified Director 2 MONTH POSITION	2300 \$ Monthly \$	83,725.00 \$ 6,977.08 \$	85,000.00 \$ 7,083.33 \$	86,275.00 \$ 7,189.58 \$	87,569.13 \$ 7,297.43 \$	88,882.66 \$ 7,406.89 \$	90,215.90 \$	91,569.14 \$ 92,94 7,630.76 \$ 7,74
I WONTH OSHION	Daily \$ Hourly \$	322.02 \$ 40.25 \$	326.92 \$ 40.87 \$	331.83 \$ 41.48 \$	336.80 \$ 42.10 \$	341.86 \$ 42.73 \$	346.98 \$ 43.37 \$	352.19 \$ 35 44.02 \$ 4
lassified Manager	2300 \$	80,770.00 \$	82,000.00 \$	83,230.00 \$	84,478.45 \$	85,745.63 \$	87,031.81 \$	88,337.29 \$ 89,66
2 MONTH POSITION	Monthly \$ Daily \$	6,730.83 \$ 310.65 \$	6,833.33 \$ 315.38 \$	6,935.83 \$ 320.12 \$	7,039.87 \$ 324.92 \$	7,145.47 \$ 329.79 \$	7,252.65 \$ 334.74 \$	7,361.44 \$ 7,47 339.76 \$ 34
LASSIFIED	Hourly \$	38.83 \$	39.42 \$	40.01 \$	40.61 \$	41.22 \$	41.84 \$	42.47 \$ 4
oordinator of Human Resources 2 MONTH POSITION	2400 \$ Monthly \$	67,915.75 \$ 5,659.65 \$	68,934.49 \$ 5,744.54 \$	69,968.50 \$ 5,830.71 \$	71,018.03 \$ 5,918.17 \$	72,083.30 \$ 6,006.94 \$	73,164.55 \$ 6,097.05 \$	74,262.02 \$ 75,37 6,188.50 \$ 6,28
	Daily \$ Hourly \$	261.21 \$ 32.65 \$	265.13 \$ 33.14 \$	269.11 \$ 33.64 \$	273.15 \$ 34.14 \$	277.24 \$ 34.66 \$	281.40 \$ 35.18 \$	285.62 \$ 28 35.70 \$ 3
oordinator of Business Services	2400 \$	67,915.75 \$	68,934.49 \$	69,968.50 \$	71,018.03 \$	72,083.30 \$	73,164.55 \$	74,262.02 \$ 75,37
2 MONTH POSITION	Monthly \$ Daily \$	5,659.65 \$ 261.21 \$	5,744.54 \$ 265.13 \$	5,830.71 \$ 269.11 \$	5,918.17 \$ 273.15 \$	6,006.94 \$ 277.24 \$	6,097.05 \$ 281.40 \$	6,188.50 \$ 6,28 285.62 \$ 28
iscal Technician	Hourly \$	32.65 \$ 54,817.71 \$	33.14 \$ 55,639.98 \$	33.64 \$	34.14 \$ 57,321.69 \$	34.66 \$ 58,181.52 \$	35.18 \$ 59,054.24 \$	35.70 \$ 3 59,940.06 \$ 60,83
2 MONTH POSITION	Monthly \$ Daily \$	4,568.14 \$ 210.84 \$	4,636.66 \$ 214.00 \$	4,706.21 \$ 217.21 \$	4,776.81 \$ 220.47 \$	4,848.46 \$ 223.78 \$	4,921.19 \$ 227.13 \$	4,995.00 \$ 5,06 230.54 \$ 23
	Hourly \$	26.35 \$	26.75 \$	27.15 \$	27.56 \$	27.97 \$	28.39 \$	28.82 \$ 2
ducational Coordinator L MONTH POSITION	2400 \$ Monthly \$ Daily \$	64,025.00 \$ 5,820.45 \$ 312.32 \$	65,000.00 \$ 5,909.09 \$ 317.07 \$	65,975.00 \$ 5,997.73 \$ 321.83 \$	66,964.63 \$ 6,087.69 \$ 326.66 \$	67,969.09 \$ 6,179.01 \$ 331.56 \$	68,988.63 \$ 6,271.69 \$ 336.53 \$	70,023.46 \$ 71,07 6,365.77 \$ 6,46 341.58 \$ 34
	Hourly \$	39.04 \$	39.63 \$	321.83 \$ 40.23 \$	40.83 \$	41.44 \$	42.07 \$	42.70 \$ 4
fterSchool Program Coordinator 1 MONTH POSITION	2400 \$ Monthly \$	44,427.60 \$ 4,038.87 \$	45,094.01 \$ 4,099.46 \$	45,770.42 \$ 4,160.95 \$	46,456.98 \$ 4,223.36 \$	47,153.84 \$ 4,286.71 \$	47,861.14 \$ 4,351.01 \$	48,579.06 \$ 49,30 4,416.28 \$ 4,48
	Daily \$ Hourly \$	216.72 \$ 27.09 \$	219.97 \$ 27.50 \$	223.27 \$ 27.91 \$	226.62 \$ 28.33 \$	230.02 \$ 28.75 \$	233.47 \$ 29.18 \$	236.97 \$ 24 29.62 \$ 3
arent Coordinator	2400 \$ Monthly \$	64,025.00 \$ 5,820.45 \$	65,000.00 \$ 5,909.09 \$	65,975.00 \$ 5,997.73 \$	66,964.63 \$ 6,087.69 \$	67,969.09 \$ 6,179.01 \$	68,988.63 \$ 6,271.69 \$	70,023.46 \$ 71,07 6,365.77 \$ 6,46
	\\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\	312.32 \$ 39.04 \$	317.07 \$ 39.63 \$	321.83 \$ 40.23 \$	326.66 \$ 40.83 \$	331.56 \$ 41.44 \$	336.53 \$ 42.07 \$	341.58 \$ 34 42.70 \$ 4
rant Writer I MONTH POSITION	2400 \$ Monthly \$ Daily \$	54,175.00 \$ 4,925.00 \$ 234.52 \$	55,000.00 \$ 5,000.00 \$ 238.10 \$	55,825.00 \$ 5,075.00 \$ 241.67 \$	56,662.38 \$ 5,151.13 \$ 245.29 \$	57,512.31 \$ 5,228.39 \$ 248.97 \$	58,375.00 \$ 5,306.82 \$ 252.71 \$	59,250.62 \$ 60,13 5,386.42 \$ 5,46 256.50 \$ 26
	Hourly \$	29.32 \$	29.76 \$	30.21 \$	30.66 \$	31.12 \$	31.59 \$	32.06 \$ 3
xecutive Assistant 2 MONTH POSITION	2400 \$ Monthly \$	64,025.00 \$ 5,335.42 \$	65,000.00 \$ 5,416.67 \$	65,975.00 \$ 5,497.92 \$	66,964.63 \$ 5,580.39 \$	67,969.09 \$ 5,664.09 \$	68,988.63 \$ 5,749.05 \$	70,023.46 \$ 71,07 5,835.29 \$ 5,92
	Daily \$ Hourly \$	277.16 \$ 34.65 \$	281.39 \$ 35.17 \$	285.61 \$ 35.70 \$	289.89 \$ 36.24 \$	294.24 \$ 36.78 \$	298.65 \$ 37.33 \$	303.13 \$ 30 37.89 \$ 3
dministrative Assistant I 1 MONTH POSITION: Site Based	2400 \$ Monthly \$	49,995.00 \$ 4,545.00 \$	50,744.93 \$ 4,613.18 \$	51,506.10 \$ 4,682.37 \$	52,278.69 \$ 4,752.61 \$	53,062.87 \$ 4,823.90 \$	53,858.81 \$ 4,896.26 \$	54,666.70 \$ 55,48 4,969.70 \$ 5,04
I MONTH TOSITION. Site based	Daily \$ Hourly \$	243.88 \$ 30.48 \$	247.54 \$ 30.94 \$	251.25 \$ 31.41 \$	255.02 \$ 31.88 \$	258.84 \$ 32.36 \$	262.73 \$ 32.84 \$	266.67 \$ 27 33.33 \$ 3
dministrative Assistant II	2400 \$	54,818.00 \$	55,640.27 \$	56,474.87 \$	57,322.00 \$	58,181.83 \$	59,054.55 \$	59,940.37 \$ 60,83
1 MONTH POSITION: Site Based	Monthly \$ Daily \$	4,983.45 \$ 267.40 \$	5,058.21 \$ 271.42 \$	5,134.08 \$ 275.49 \$	5,211.09 \$ 279.62 \$	5,289.26 \$ 283.81 \$	5,368.60 \$ 288.07 \$	5,449.12 \$ 5,53 292.39 \$ 29
dministrative Assistant III	Hourly \$	33.43 \$ 57,347.50 \$	33.93 \$ 58,207.71 \$	34.44 \$ 59,080.83 \$	34.95 \$ 59,967.04 \$	35.48 \$	36.01 \$	36.55 \$ 3 62,706.24 \$ 63,64
2 MONTH POSITION: CENTRAL	Monthly \$ Daily \$	5,213.41 \$ 279.74 \$	5,291.61 \$ 283.94 \$	5,370.98 \$ 288.20 \$	5,451.55 \$ 292.52 \$	5,533.32 \$ 296.91 \$	5,616.32 \$ 301.36 \$	5,700.57 \$ 5,78 305.88 \$ 31
	Hourly \$	34.97 \$	35.49 \$	36.02 \$	36.57 \$	37.11 \$	37.67 \$	38.24 \$ 3
oard Secretary 2 MONTH POSITION	2400 \$ Monthly \$	56,500.00 \$ 4,708.33 \$	57,347.50 \$ 4,778.96 \$	58,207.71 \$ 4,850.64 \$	59,080.83 \$ 4,923.40 \$	59,967.04 \$ 4,997.25 \$	60,866.55 \$ 5,072.21 \$	61,779.54 \$ 62,70 5,148.30 \$ 5,22
	Daily \$ Hourly \$	244.59 \$ 30.57 \$	248.26 \$ 31.03 \$	251.98 \$ 31.50 \$	255.76 \$ 31.97 \$	259.60 \$ 32.45 \$	263.49 \$ 32.94 \$	267.44 \$ 27 33.43 \$ 3
lerk I: 11 Month 1 MONTH POSITION: Site Based	2400 \$ Monthly \$	24,600.00 \$ 2,236.36 \$	24,969.00 \$ 2,269.91 \$	25,343.54 \$ 2,303.96 \$	25,723.69 \$ 2,338.52 \$	26,109.54 \$ 2,373.59 \$	26,501.19 \$ 2,409.20 \$	26,898.70 \$ 27,30 2,445.34 \$ 2,48
	Daily \$ Hourly \$	120.00 \$ 15.00 \$	121.80 \$ 15.23 \$	123.63 \$ 15.45 \$	125.48 \$ 15.69 \$	127.36 \$ 15.92 \$	129.27 \$ 16.16 \$	131.21 \$ 13 16.40 \$ 1
erk II: 11 Month	2400 \$	28,700.00 \$ 2,609.09 \$	29,130.50 \$ 2,648.23 \$	29,567.46 \$ 2,687.95 \$	30,010.97 \$ 2,728.27 \$	30,461.13 \$ 2,769.19 \$	30,918.05 \$ 2,810.73 \$	31,381.82 \$ 31,85 2,852.89 \$ 2,89
	Monthly 6	Z.UU3.U3 I S	۷,046.25 ۶		4,120.21 >	4 (1.50√2		
	Monthly \$ Daily \$ Hourly \$	140.00 \$	142.10 \$	144.23 \$ 18.03 \$	146.39 \$ 18.30 \$	148.59 \$ 18.57 \$	150.82 \$ 18.85 \$	
1 MONTH POSITION: Site Based lerk III : 11 Month	Daily \$ Hourly \$ 2400 \$	140.00 \$ 17.50 \$ 32,800.00 \$		18.03 \$	146.39 \$ 18.30 \$	18.57 \$ 34,812.72 \$	18.85 \$ 35,334.92 \$	153.08 \$ 15 19.14 \$ 1 35,864.94 \$ 36,40
erk III: 11 Month	Daily \$ Hourly \$ 2400 \$ Monthly \$ Daily \$	140.00 \$ 17.50 \$ 32,800.00 \$ 2,981.82 \$ 160.00 \$	142.10 \$ 17.76 \$ 33,292.00 \$ 3,026.55 \$ 162.40 \$	18.03 \$ 33,791.38 \$ 3,071.94 \$ 164.84 \$	18.30 \$ 34,298.25 \$ 3,118.02 \$ 167.31 \$	18.57 \$ 34,812.72 \$ 3,164.79 \$ 169.82 \$	18.85 \$ 35,334.92 \$ 3,212.27 \$ 172.37 \$	19.14 \$ 13 35,864.94 \$ 36,40 3,260.45 \$ 3,30 174.95 \$ 17
erk III : 11 Month L MONTH POSITION: Site Based L MONTH POSITION: Site Based	Daily \$ Hourly \$ 2400 \$ Monthly \$ Daily \$ Hourly \$	140.00 \$ 17.50 \$ 32,800.00 \$ 2,981.82 \$ 160.00 \$ 20.00 \$	142.10 \$ 17.76 \$ 33,292.00 \$ 3,026.55 \$ 162.40 \$ 20.30 \$	18.03 \$ 33,791.38 \$ 3,071.94 \$ 164.84 \$ 20.60 \$	18.30 \$ 34,298.25 \$ 3,118.02 \$ 167.31 \$ 20.91 \$	18.57 \$ 34,812.72 \$ 3,164.79 \$ 169.82 \$ 21.23 \$	18.85 \$ 35,334.92 \$ 3,212.27 \$ 172.37 \$ 21.55 \$	19.14 \$ 1 35,864.94 \$ 36,40 3,260.45 \$ 3,30 174.95 \$ 17 21.87 \$ 2
MONTH POSITION: Site Based erk III : 11 Month	Daily \$ Hourly \$ 2400 \$ Monthly \$ Daily \$	140.00 \$ 17.50 \$ 32,800.00 \$ 2,981.82 \$ 160.00 \$	142.10 \$ 17.76 \$ 33,292.00 \$ 3,026.55 \$ 162.40 \$	18.03 \$ 33,791.38 \$ 3,071.94 \$ 164.84 \$	18.30 \$ 34,298.25 \$ 3,118.02 \$ 167.31 \$	18.57 \$ 34,812.72 \$ 3,164.79 \$ 169.82 \$	18.85 \$ 35,334.92 \$ 3,212.27 \$ 172.37 \$	19.14 \$ 13 35,864.94 \$ 36,40 3,260.45 \$ 3,30 174.95 \$ 17

2100 \$

43,615.00 \$

44,269.23 \$

44,933.26 \$

45,607.26 \$

2400 82400

46,291.37 \$ 46,985.74 \$ 47,690.53 \$ 48,405.89

11 MONTH POSITION: Site Based	Monthly	\$ 3,965.00	\$ 4,024.48	\$ 4,084.84	\$ 4,146.11	\$ 4,208.31	\$ 4,271.43	\$ 4,335.50	\$ 4,400.54
	Daily	\$ 212.76	\$ 215.95	\$ 219.19	\$ 222.47	\$ 225.81	\$ 229.20	\$ 232.64	\$ 236.13
	Hourly	\$ 26.59	\$ 26.99	\$ 27.40	\$ 27.81	\$ 28.23	\$ 28.65	\$ 29.08	\$ 29.52
	-		-		•			-	
Instructional Aide III	2100	\$ 49,342.00	\$ 50,082.13	\$ 50,833.36	\$ 51,595.86	\$ 52,369.80	\$ 53,155.35	\$ 53,952.68	\$ 54,761.97
11 MONTH POSITION: Site Based	Monthly	\$ 4,485.64	\$ 4,552.92	\$ 4,621.21	\$ 4,690.53	\$ 4,760.89	\$ 4,832.30	\$ 4,904.79	\$ 4,978.36
	Daily	\$ 240.69	\$ 244.30	\$ 247.97	\$ 251.69	\$ 255.46	\$ 259.29	\$ 263.18	\$ 267.13
	Hourly	\$ 30.09	\$ 30.54	\$ 31.00	\$ 31.46	\$ 31.93	\$ 32.41	\$ 32.90	\$ 33.39
OTHER CERTIFICATED									
Counselor	1200	\$ 73,875.00	\$ 75,000.00	\$ 76,125.00	\$ 77,266.88	\$ 78,425.88	\$ 79,602.27	\$ 80,796.30	\$ 82,008.24
	Monthly	\$ 6,715.91	\$ 6,818.18	\$ 6,920.45	\$ 7,024.26	\$ 7,129.63	\$ 7,236.57	\$ 7,345.12	\$ 7,455.29
	Daily	\$ 360.37	\$ 365.85	\$ 371.34	\$ 376.91	\$ 382.57	\$ 388.30	\$ 394.13	\$ 400.04
	Hourly	\$ 45.05	\$ 45.73	\$ 46.42	\$ 47.11	\$ 47.82	\$ 48.54	\$ 49.27	\$ 50.01

CLASSIFIED STIPENDS

Student Supervision Aide AfterSchool Instructor Sports Coach



AMERICAN INDIAN MODEL SCHOOLS

2019-2020

Teacher Salary Schedule

Years	BA Degree	MA Degree	DOC Degree
1	\$57,298	\$58,393	\$59,488
2	\$58,156	\$59,269	\$60,380
3	\$59,029	\$60,158	\$61,285
4	\$59,915	\$61,060	\$62,205
5	\$60,813	\$61,976	\$63,138
6	\$61,726	\$62,905	\$64,085
7	\$62,651	\$63,849	\$65,047
8	\$63,591	\$64,807	\$66,022
9	\$64,545	\$65,779	\$67,012
10	\$65,513	\$66,765	\$68,018
11	\$66,496	\$67,767	\$69,038
12	\$67,494	\$68,783	\$70,116
13	\$68,506	\$69,815	\$71,124
14	\$69,533	\$70,862	\$72,191
15	\$70,576	\$71,925	\$73,275
16	\$71,635	\$73,004	\$74,373
17	\$72,709	\$74,099	\$75,489
18	\$73,800	\$75,210	\$76,621
19	\$74,907	\$76,339	\$77,771
20	\$76,030	\$77,484	\$78,937
21	\$77,171	\$78,647	\$80,122
22	\$78,328	\$79,826	\$81,322
23	\$79,503	\$81,024	\$82,543
24	\$80,697	\$82,238	\$83,781
25	\$81,907	\$83,472	\$85,038

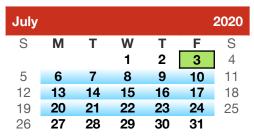
Substitute Teacher Salary: \$30/hr and Min. Daily \$100/day - Max. Daily \$240/day Instructional Aide III w/ BA Degree and 30-Day Sub Permit paid \$49,342 annually

	BONUSES
Perfect Attendance	\$1,200
3-Year Longevity Bonus	\$2,000
Teacher Referral	\$500
Student Achievement Bonus K-8	\$50/student At-or-Above on State Test
Student Achievement Bonus 9-12	\$30/student Scoring 3 or higher on AP exams, per subject matter

Appendix xxv: School Calendar



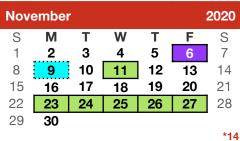
AIMS K-12 College Prep Charter District 2020-2021 School Calendar



Augu	ust					2020
S	М	Т	W	Т	F	S
						. 1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					*14
		•			-	

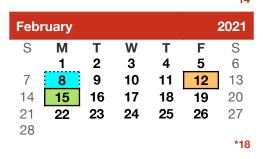
Sept	tembe	r				2020
S	M	Т	W	Т	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						*20





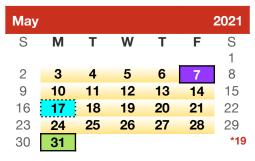
Dece	embe	r				2020
S	M	Т	W	Т	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		_
					•	*14





Mar	ch					2021
S	M	Т	W	Т	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
				•		*19

April						2021
S	M	Т	W	Т	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
•	• • • • • • • • • • • • • • • • • • • •					*19



June	•					2021
S	M	Т	W	Т	F	S
		1	2	3	4	5
6	7	8	9	10	_11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			*13

*	Number of Instructional Days in the Month
JUN - JUL	High School Credit Recovery
JUL 03	Independence Day (School & Office Closed)
JUL 06 - AUG 24	Elementary / Middle School Math Camp
AUG 03 - AUG 11	AIMS Staff Orientation (School Closed)
AUG 12	First Day of School for Students
AUG 31	Progress Report Week
SEP 07	Labor Day (School & Office Closed)
SEP 18	Staff Development (School Closed)
SEP 21	Progress Report Week
OCT 16	Staff Development (School Closed)
OCT 19	Report Card Week (End of Quarter 1)
NOV 06	Teacher/Parent Conference (No School For Students)
NOV 09	Progress Report Week
NOV 11	Veteran's Day (School & Office Closed)
NOV 23 - NOV 24	Thanksgiving Break (School Closed)
NOV 25 - NOV 27	Thanksgiving Break (School & Office Closed)
DEC 07	Progress Report Week
DEC 21 - JAN 01	Winter Break (School & Office Closed)
JAN 18	MLK Jr. Day (School & Office Closed)

JAN 19	Report Card Week (End of Quarter 2 & Semester 1)
JAN 27	100th Day of School
FEB 08	Progress Report Week
FEB 12	Staff Development (School Closed)
FEB 15	Presidents' Day (School & Office Closed)
MAR 01	Progress Report Week
MAR 05	Staff Development (School Closed)
MAR 29 - MAR 30	Spring Break (School Closed)
MAR 31 - APR 02	Spring Break (School & Office Closed)
APR 05	Report Card Week (End of Quarter 3)
APR 12	Staff Development (School Closed)
APR 26	Progress Report Week
APR 26 - JUN 11	AP/CAASPP Testing
MAY 07	Teacher/Parent Conference (No School For Students)
MAY 17	Progress Report Week
MAY 31	Memorial Day (School & Office Closed)
JUN 14	Report Card Week (End of Quarter 4 & Semester 2)
JUN 17	Last Day of School for Students
JUN 17	AIMS Graduation Day
JUN 18	Staff Development (School Closed)

Appendix xxvi: Facilities

FACILITIES

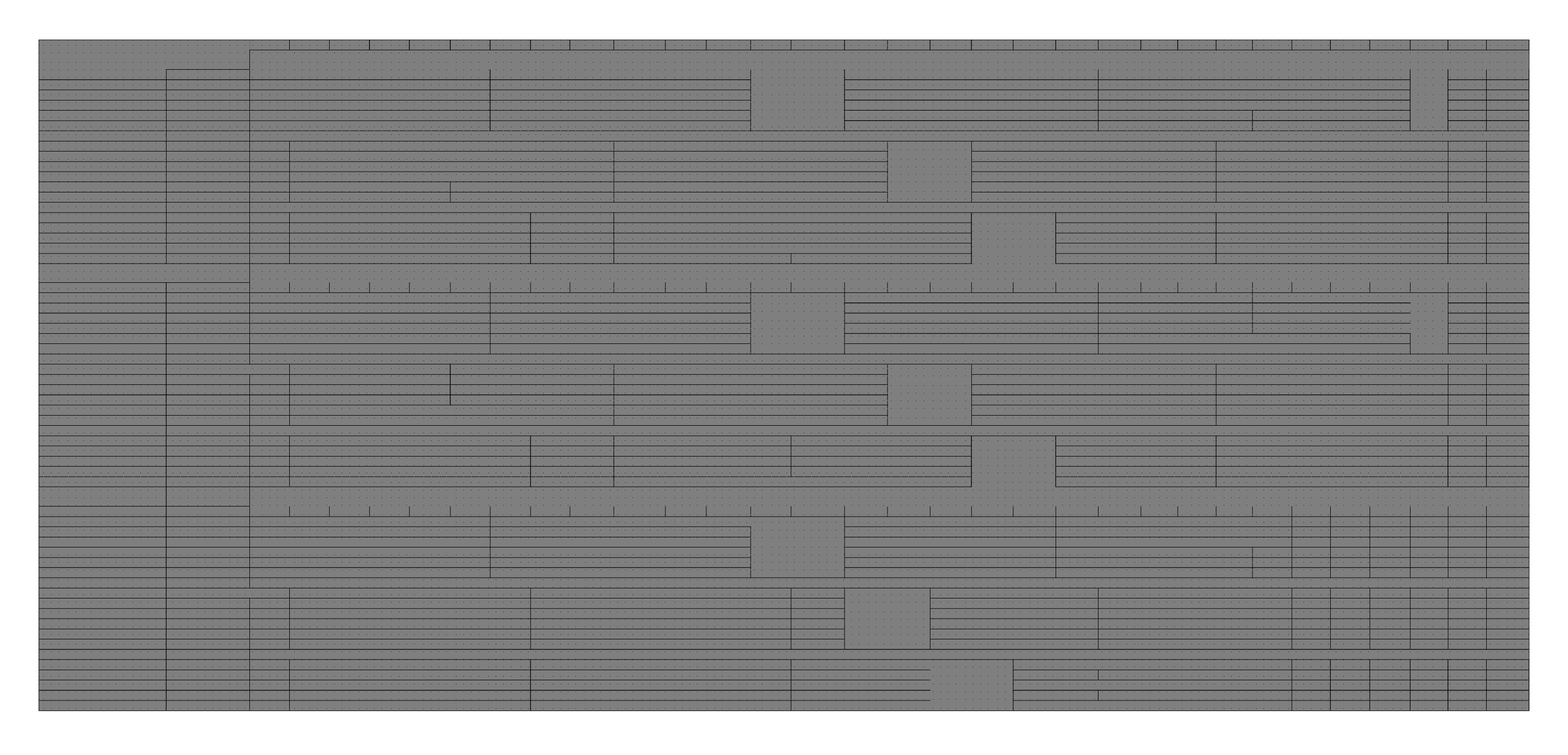
Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate." Education Code Section 47605(g).

American Indian Public Charter School will be located at 171 12th Street, Oakland, CA 94607. The school will share facilities with American Indian Public Charter School II (K-8).

Appendix xxvii: Obsolete

Appendix xxviii: School Schedules

		7th Gr	ade Extende	ed Year Schedule	6th Gr	ade Extende	ed Year Schedule	/I) 6th Grade Ext	ended Year Schedu
Monda	y - Thursday		Monday -	Thursday		Monday -	Thursday	Monday	- Thursday
Mins. Time	Subject	Mins.	Time	Subject	Mins.	Time	Subject	Mins. Time	Subject
90 8:00-9:30	Algebra I / ELA	90	8:15-9:45	Math / ELA	90	8:15-9:45	Math / ELA	125 8:15-10:20	Math / ELA
90 9:30-11:00	ELA / Algebra I	90	9:45-11:15	ELA / Math	90	9:45-11:15	ELA / Math	100 10:20-12:0	ELA / Math
30 11:00-11:30	Lunch	15	11:15-11:30	History / Science	45	11:15-12:00	History / Science	30 12:00-12:3	Lunch
75 11:30-12:45	History / Science	30	11:30-12:00	Lunch	30	12:00-12:30	Lunch	30 12:30-1:00	ELA / Math
		60	12:00-1:00	History / Science	30	12:30-1:00	History / Science		
	Friday		Frid	lay		Frid	ay	F	riday
Mins. Time	Subject	Mins.	Time	Subject	Mins.	Time	Subject	Mins. Time	Subject
90 8:00-9:30	Algebra I / ELA	90	8:15-9:45	Math / ELA	45	8:15-9:00	Math / ELA	45 8:15-9:00	Math / ELA
90 9:30-11:00	ELA / Algebra I	30	9:45-10:15	ELA / Math	75	9:00-10:15	PE	75 9:00-10:15	PE
30 11:00-11:30	Lunch	75	10:15-11:30	PE	45	10:15-11:00	Math / ELA	45 10:15-11:0	Math / ELA
75 11:30-12:45	5 PE	30	11:30-12:00	Lunch	60	11:00-12:00	ELA / Math	60 11:00-12:0	ELA / Math
		60	12:00-1:00	ELA / Math	30	12:00-12:30	Lunch	30 12:00-12:3	Lunch
					30	12:30-1:00	ELA / Math	30 12:30-1:00	ELA / Math



	Vacant 8 (US	SC) Rm. 312	Vacant 8 (USC) Rm. 312			
	Monday / W	/ednesday			Monday / Wednesday	
Mins.	Time	Subject	Mins.	Time	Subject	
90	8:00-9:30	Algebra I	90	8:00-9:30	Algebra I (USC) (Rm. 312)	
90	9:30-11:00	ELA	90	9:30-11:00	Algebra I (Stanford) (Rm. 312)	
30	11:00-11:30	Lunch	30	11:00-11:30	Lunch	
90	11:30-1:00	US History	90	11:30-1:00	Physical Science (Stanford) (Rm. 312)	
120	1:00-3:00	PE	120	1:00-3:00	Prep	
		,				
	Tuesday /	Thursday			Tuesday / Thursday	
Mins.	Time	Subject	Mins.	Time	Subject	
90	8:00-9:30	Algebra I	90	8:00-9:30	Algebra I (USC) (Rm. 312)	
90	9:30-11:00	ELA	90	9:30-11:00	Algebra I (Stanford) (Rm. 312)	
30	11:00-11:30	Lunch	30	11:00-11:30	Lunch	
90	11:30-1:00	US History	90	11:30-1:00	Physical Science (USC) (Rm. 312)	
60	1:00-2:00	Foreign Language	120	1:00-3:00	Prep	
60	2:00-3:00	Visual Performing Arts				
	Frid				Friday	
Mins.	Time	Subject	Mins.	Time	Subject	
90	8:00-9:30	Algebra I / Enrichment	90	8:00-9:30	Algebra I / Enrichment (USC) Rm. 312	
90	9:30-11:00	ELA / Enrichment	90	9:30-11:00	Algebra I / Enrichment (Stanford) Rm. 312	
30	11:00-11:30	Lunch	30	11:00-11:30	Lunch]
75	11:30-12:45	US History / Physical Scie	75	11:30-12:4	Physical Science (Stanford / USC) Rm. 312	

	Pomogaeva	8 (Stanford) Rm. 317		Pomogae	eva 8 (Stanford) Rm. 317		
	Monday / Wednesday			Monday / Wednesday			
Mins.	Time	Subject		Time	Subject		
	8:00-9:30	ELA	90	8:00-9:30	ELA (Stanford) Rm. 317		
	9:30-11:00	Algebra I	90	9:30-11:00	ELA (USC) Rm. 317		
30	11:00-11:30	Lunch		11:00-11:3			
90	11:30-1:00	Physical Science	90	11:30-1:00	US History (USC) Rm. 317		
120	1:00-3:00	P.E.	120	1:00-3:00	Prep		
,		sday / Thursday		T	uesdav / Thursdav		
Mins.	Time	Subject			Subject		
90	8:00-9:30	ELA	90	8:00-9:30	ELA (Stanford) Rm. 317		
90	9:30-11:00	Algebra I	90	9:30-11:00	ELA (USC) Rm. 317		
30	11:00-11:30	Lunch	30	11:00-11:3	Lunch		
90	11:30-1:00	Physical Science	90	11:30-1:00	US History (Stanford) Rm. 317		
60	1:00-2:00	Foreign Language	120	1:00-3:00	Prep		
60	2:00-3:00	Visual Performing Arts					
		Friday			Friday		
Mino	Time	<u> </u>	Mino	Time			
Mins.		Subject ELA / Enrichment		Time	Subject		
	8:00-9:30 9:30-11:00	Algebra I / Enrichment	90	8:00-9:30	ELA / Enrichment (Stanford) Rm. 317		
	11:00-11:30				ELA / Enrichment (USC) Rm. 317		
		Lunch		11:00-11:3			
/5	11:30-12:45	Physical Science / US History	/5	11:30-12:4	US History (USC / Stanford) Rm. 317		

Ms. Bahkeit 8 (UCSB) Rm. 318			Ms. Bahkeit 8 (UCSB) Rm. 318			
Monday	/ Wednesday		N	londay / Wednesday		
Mins. Time	Subject	Mins.	Time	Subject		
90 8:00-9:30	Algebra I	90	8:00-9:30	Algebra I (UCSB) (Rm. 318)		
90 9:30-11:00	ELA	90	9:30-11:00	Algebra I (NYU) (Rm. 318)		
30 11:00-11:30	Lunch	30	11:00-11:30	Lunch		
90 11:30-1:00	US History	90	11:30-1:00	Physical Science (NYU) (Rm. 318)		
120 1:00-3:00	PE	120	1:00-3:00	Prep		
Tuesda	ay / Thursday		•	Tuesday / Thursday		
Mins. Time	Subject	Mins.	Time	Subject		
90 8:00-9:30	Algebra I	90	8:00-9:30	Algebra I (UCSB) (Rm. 318)		
90 9:30-11:00	ELA	90	9:30-11:00	Algebra I (NYU) (Rm. 318)		
30 11:00-11:30	Lunch	30	11:00-11:30	Lunch		
90 11:30-1:00	US History	90	11:30-1:00	Physical Science (UCSB) (Rm. 318)		
60 1:00-2:00	Visual Performing Arts	120	1:00-3:00	Prep		
60 2:00-3:00	Foreign Language					
	<u> </u>					
	Friday		I — .	Friday		
Mins. Time	Subject		Time	Subject		
90 8:00-9:30	Algebra I / Enrichment		8:00-9:30	Algebra I / Enrichment (UCSB) (Rm. 318))	
90 9:30-11:00	ELA / Enrichment	90	9:30-11:00	Algebra I / Enrichment (NYU) (Rm. 318)		
30 11:00-11:30	Lunch	30	11:00-11:30	Lunch		
75 11:30-12:45	US History / Physical Science	75	11:30-12:45	Physical Science (NYU / UCSB) (Rm. 318	3)	

	Mr. Baker 8 (NYU) Rm. 313			Mr. Baker 8 (NYU) Rm. 313			
	Mone	day / Wednesday	Monday / Wednesday				
Mins.	Time	Subject	Mins.	Time	Subject		
90	8:00-9:30	ELA	90	8:00-9:30	ELA (NYU) Rm. 313		
90	9:30-11:00	Algebra I	90	9:30-11:00	ELA (UCSB) Rm. 313		
30	11:00-11:30	Lunch	30	11:00-11:30	Lunch		
90	11:30-1:00	Physical Science	90	11:30-1:00	US History (UCSB) Rm. 313		
120	1:00-3:00	P.E.	120	1:00-3:00	Prep		
	•						
	Tue	sday / Thursday		Tı	uesday / Thursday		
Mins.	Time	Subject	Mins.	Time	Subject		
90	8:00-9:30	ELA	90	8:00-9:30	ELA (NYU) Rm. 313		
90	9:30-11:00	Algebra I	90	9:30-11:00	ELA (UCSB) Rm. 313		
30	11:00-11:30	Lunch	30	11:00-11:30	Lunch		
90	11:30-1:00	Physical Science	90	11:30-1:00	US History (NYU) Rm. 313		
60	1:00-2:00	Visual Performing Arts	120	1:00-3:00	Prep		
60	2:00-3:00	Foreign Language					
		Friday			Friday		
Mins.	Time	Subject	Mins.	Time	Subject		
90	8:00-9:30	ELA / Enrichment	90	8:00-9:30	ELA / Enrichment (NYU) Rm. 313		
90	9:30-11:00	Algebra I / Enrichment	90	9:30-11:00	ELA / Enrichment (UCSB) Rm. 313		
30	11:00-11:30	Lunch	30	11:00-11:30	Lunch		
75	11:30-12:45	Physical Science / US History	75	11:30-12:45	US History (UCSB / NYU) Rm. 313		

	Hinds 8 (UCLA) Rm. 319			Н	inds 8 (UCLA) Rm. 319		
	Monday /	Wednesdav	Monday / Wednesday				
Mins.	Time		Mins.	Time	Subject		
	8:00-9:30	Algebra I		+	Algebra I (UCLA) (Rm. 319)		
	9:30-11:00	ELA					
	11:00-11:30	Lunch		l l	Algebra I (UCSD) (Rm. 319)		
				11:00-11:3			
90	11:30-1:00	US History			Physical Science (UCSD) (Rm. 319)		
60	1:00-2:00	Foreign Language	120	1:00-3:00	Prep		
60	2:00-3:00	Visual Performing Arts					
	Luaaday						
Mine		/ Inursday		T	Tuesday / Thursday		
Wins.	8:00-9:30	Algebra I		Time	Subject		
	9:30-11:00	ELA		l l	Algebra I (LICLA) Rm 319		
					Algebra I (UCSD) Rm. 319		
	11:00-11:30	Lunch	30	11:00-11:3	Lunch		
90	11:30-1:00	US History	90	11:30-1:00	US History (UCSD) Rm. 319		
120	1:00-3:00	PE	120	1:00-3:00	Prep		
	Fr	iday			Eridov		
Mins.					Friday		
		Subject Nigebra I / Enrichment		Time	Subject		
	8:00-9:30 9:30-11:00	Algebra I / Enrichment ELA / Enrichment	90	8:00-9:30	Algebra I / Enrichment (UCLA) Rm. 319		
	11:00-11:30	Lunch			Algebra I / Enrichment (UCSD) Rm. 319		
				11:00-11:3			
75	11:30-12:45	US History / Physical Science	75	11:30-12:4	Physical Science (UCSD / UCLA) Rm. 319		

Ms. May 8 (UCSD) Rm. 314			Ms. May 8 (UCSD) Rm. 314			
Monday / Wednesday			Monday / Wednesday			
Mins.	Time	Subject	Mins.	Time	Subject	
90	8:00-9:30	ELA	90	8:00-9:30	ELA (UCSD) (Rm. 314)	
90	9:30-11:00	Algebra I	90	9:30-11:00	ELA (UCLA) (Rm. 314)	
30	11:00-11:30	Lunch	30	11:00-11:3	Lunch	
90	11:30-1:00	Physical Science	90	11:30-1:00	US History (UCLA) (Rm. 314)	
60	1:00-2:00	Foreign Language	120	1:00-3:00	Prep	
60	2:00-3:00	Visual Performing Arts				
	Tuesda	y / Thursday	Tuesday / Thursday			
Mins.	Time	Subject	Mins.	Time	Subject	
90	8:00-9:30	Algebra I	90	8:00-9:30	ELA (UCSD) (Rm. 314)	
90	9:30-11:00	ELA	90	9:30-11:00	ELA (UCLA) (Rm. 314)	
30	11:00-11:30	Lunch	30	11:00-11:3	Lunch	
90	11:30-1:00	US History	90	11:30-1:00	US History (UCSD) (Rm. 314)	
120	1:00-3:00	PE	120	1:00-3:00	Prep	
		Friday	Friday			
Mins.	Time	Subject	Mins.	Time	Subject	
90	8:00-9:30	ELA	90	8:00-9:30	ELA / Enrichment (UCSD) Rm. 314	
90	9:30-11:00	Algebra I	90	9:30-11:00	ELA / Enrichment (UCLA) Rm. 314	
30	11:00-11:30	Lunch	30	11:00-11:3	Lunch	
75	11:30-12:45	US History / Physical Science	75	11:30-12:4	US History (UCLA / UCSD) Rm. 314	
				_		

	Ms. Yuan 7 (Jo	hns Hopkins) Rm. 216		Ms. Yuar	n 7 (Johns Hopkins) Rm. 216			
Monday / Wednesday			Monday / Wednesday					
Mins.	Time	Subject	Mins.	Time	Subject			
120	8:15-10:15	P.E.	120	8:15-10:15	Prep			
90	10:15-11:45	Math	90	10:15-11:45	Math (Johns Hopkins) (Rm. 216)			
30	11:45-12:15	Lunch	30	11:45-12:15	Lunch			
90	12:15-1:45	ELA	90	12:15-1:45	Math (Seton Hall) (Rm. 216)			
90	1:45-3:15	Medieval History	90	1:45-3:15	Life Science (Seton Hall) (Rm. 216)			
	Tuesday / Thursday		Tuesday / Thursday					
Mins.	Time	Subject	Mins.	Time	Subject			
60	8:15-9:15	Foreign Language	120	8:15-10:15	Prep			
60	9:15-10:15	Intro. to Art	90	10:15-11:45	Math (Johns Hopkins) (Rm. 216)			
90	10:15-11:45	Math	30	11:45-12:15	Lunch			
30	11:45-12:15	Lunch	90	12:15-1:45	Math (Seton Hall) (Rm. 216)			
90	12:15-1:45	ELA	90	1:45-3:15	Life Science (Johns Hopkins) (Rm. 216)			
90	1:45-3:15	Life Science						
	Friday				Friday			
Mins.	Time	Subject	Mins.	Time	Subject			
90	8:15-9:45	Math / Enrichment	90	8:15-9:45	Math / Enrichment (Johns Hopkins) (Rm. 2	216)		
90	9:45-11:15	ELA / Enrichment	90	9:45-11:15	Math / Enrichment (Seton Hall) (Rm. 216)			
15	11:15-11:30	Medieval History / Life Science	15	11:15-11:30	Life Science (Seton Hall - Rm 216 / Johns	Hopkins	- Rm. 216)	
30	11:30-12:00	Lunch	30	11:30-12:00	Lunch			
60	12:00-1:00	Medieval History / Life Science	60	12:00-1:00	Life Science (Seton Hall - Rm. 216 / Johns	s Hopkins	- Rm. 216)	

Ms. Ko 7 (Seton Hall) Rm. 214		Ms. Ko 7 (Seton Hall) Rm. 214					
Monday / Wednesday			Monday / Wednesday				
Mins.	Time	Subject	Mins.	Time	Subject		
120	8:15-10:15	P.E.	120	8:15-10:15	Prep		
90	10:15-11:45	ELA	90	10:15-11:45	ELA (Seton Hall) (Rm. 214)		
30	11:45-12:15	Lunch		11:45-12:15	Lunch		
90	12:15-1:45	Math	90	12:15-1:45	ELA (Johns Hopkins) (Rm. 214)		
90	1:45-3:15	Life Science		1:45-3:15	Medieval History (Johns Hopkins) (Rm. 214)		
	Tuesday / Thursday				Tuesday / Thursday		
Wins.		Subject	Mins	Time	Subject		
60	8:15-9:15	Foreign Language		8:15-10:15	Prep		
60	9:15-10:15	Intro. to Violin (Strings)	90	10:15-11:45	ELA (Seton Hall) (Rm. 214)		
	10:15-11:45	ELA	30	11:45-12:15	Lunch		
	11:45-12:15	Lunch		12:15-1:45	ELA (Johns Hopkins) (Rm. 214)		
	12:15-1:45	Math		1:45-3:15	Medieval History (Seton Hall) (Rm. 214)		
90	1:45-3:15	Medieval History					
	Friday		Friday				
	Time	Subject	Mins.	Time	Subject		
	8:15-9:45	ELA / Enrichment		8.15-9.45	FLA / Enrichment (Seton Hall) (Rm. 214)		
	9:45-11:15	Math / Enrichment		9:45-11:15	ELA / Enrichment (Johns Hopkins) (Rm. 214))	
15	11:15-11:30	Life Science / Medieval History	15	11:15-11:30	Medieval History (Johns Hopkins - Rm. 214/	h	214)
30	11:30-12:00	Lunch		11:30-12:00	Lunch		
60	12:00-1:00	Life Science / Medieval History	60	12:00-1:00	Medieval History (Johns Hopkins - Rm. 214/	Seton Hall - Rm.	214)

Mr. Worley 7 (Howard) Rm. 213			Mr. Worley 7 (Howard) Rm. 213		
Monday / Wednesday			Monday / Wednesday		
Mins.	Time	Subject	Mins.	Time	Subject
120	8:15-10:15	P.E.	120	8:15-10:15	Prep
90	10:15-11:45	Math	90	10:15-11:4	Math (Howard) (Rm. 213)
30	11:45-12:15	Lunch	30	11:45-12:1	Lunch
90	12:15-1:45	ELA	90	12:15-1:45	Math (Georgetown) (Rm. 213)
90	1:45-3:15	Medieval History	90	1:45-3:15	Life Science (Georgetown) (Rm. 213)
	Tuesday / Thursday				Tuesday / Thursday
Mins.	Time	Subject	Mins.	Time	Subject
60	8:15-9:15	Intro. to Art	120	8:15-10:15	Prep
60	9:15-10:15	Foreign Language	90	10:15-11:4	Math (Howard) (Rm. 213)
90	10:15-11:45	Math	30	11:45-12:1	Lunch
30	11:45-12:15	Lunch	90	12:15-1:45	Math (Georgetown) (Rm. 213)
90	12:15-1:45	ELA	90	1:45-3:15	Life Science (Howard) (Rm. 213)
90	1:45-3:15	Life Science			
	Friday				Friday
Mins.	Time	Subject	Mins.	Time	Subject
90	8:15-9:45	Math / Enrichment	90	8:15-9:45	Math / Enrichment (Howard) (Rm. 213)
90	9:45-11:15	ELA / Enrichment	90	9:45-11:15	Math / Enrichment (Georgetown) (Rm. 213)
15	11:15-11:30	Medieval History / Life Science	15	11:15-11:3	Life Science (Georgetown - Rm. 213/ Howard - Rm. 213)
	11:30-12:00	Lunch	30	11:30-12:0	Lunch
60	12:00-1:00	Medieval History / Life Science	60	12:00-1:00	Life Science (Georgetown - Rm. 213/ Howard - Rm. 213)

Vacant 7 (Georgetown) Rm. 215			Vacant 7 (Georgetown) Rm. 215			
		y / Wednesday		Monday / Wednesday		
Mins.	Time	Subject	Mins.	Time Subject		
120	8:15-10:15	P.E.	120	8:15-10:15 Prep		
90	10:15-11:45	ELA	90	10:15-11:4(ELA (Georgetown) (Rm. 215)		
30	11:45-12:15	Lunch		11:45-12:1 Lunch		
90	12:15-1:45	Math	90	12:15-1:45 ELA (Howard) (Rm. 215)		
90	1:45-3:15	Life Science		1:45-3:15 Medieval History (Howard) (Rm. 215)		
	Luesd	ay / Thursday		Tuesday / Thursday		NATIONAL PROPERTY OF THE PROPE
Mins.	7	Subject	Mins.			
	8:15-9:15	Intro. to Violin (Strings)		8:15-10:15 Prep		
	9:15-10:15	Foreign Language				
	10:15-11:45	ELA		10:15-11:4(ELA (Georgetown) (Rm. 215)		
	11:45-12:15	Lunch		11:45-12:1(Lunch 12:15-1:45 FLA (Howard) (Rm. 215)		***************************************
	12:15-1:45	Math		1:45-3:15 Medieval History (Georgetown) (Rm. 215)		
	1:45-3:15	Medieval History	- 00	11. 10 0. 10 Widaleval Filotory (Coorgotowii) (14111. 2 10)		
	<u> </u>	Friday		Friday		
Mins.	Time	Subject	Mins.			
90	8:15-9:45	ELA / Enrichment		8:15-9:45 ELA / Enrichment (Georgetown) (Rm. 215)		
90	9:45-11:15	Math / Enrichment		9:45-11:15 ELA/ Enrichment (Howard) (Rm. 215)		
15	11:15-11:30	ີLife Science / Medieval Historyີ	15	11:15-11:3(Medieval History (Howard - Rm. 215/ George	etown - Rm. 215)	
30	11:30-12:00	Lunch		11:30-12:0(Lunch		
60	12:00-1:00	Lite Science / Medieval History		12:00-1:00 Medieval History (Howard- Rm. 215/ George	etown - Rm 215)	

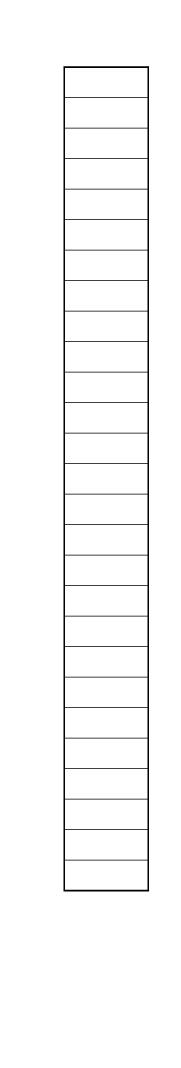
	Ms. Solis 7 (Princeton) Rm. 210		Ms. S	Solis 7 (Princeton) Rm. 210	
	Monday	/ Wednesday		Monday / Wednesday	
Mins.	Time	Subject	Mins. Time	Subject	
60	8:15-9:15	Foreign Language	120 8:15-10:15	Prep	
60	9:15-10:15	Intro. to Art	90 10:15-11:4	Math (Princeton) (Rm. 210)	
90	10:15-11:45	Math	30 11:45-12:1	Lunch	
30	11:45-12:15	Lunch	90 12:15-1:45	Math (Michigan) (Rm. 210)	
90	12:15-1:45	ELA	90 1:45-3:15	Life Science (Michigan) (Rm. 210)	
90	1:45-3:15	Life Science			
				Tuesday / Thursday	
	Tuesday / Thursday		Mins. Time	Subject	
Mins.	Time	Subject	120 8:15-10:15	Prep	
120	8:15-10:15	PE	90 10:15-11:4	Math (Princeton) (Rm. 210)	
90	10:15-11:45	Math	30 11:45-12:1	Lunch	
30	11:45-12:15	Lunch	90 12:15-1:45	Math (Michigan) (Rm. 210)	
90	12:15-1:45	ELA	90 1:45-3:15	Life Science (Princeton) (Rm. 210)	
90	1:45-3:15	Medieval History			
		Friday		Friday	
Mins.	Time	Subject	Mins. Time	Subject	
90	8:15-9:45	Math / Enrichment	90 8:15-9:45	Math / Enrichment (Princeton) (Rm. 210)	
90	9:45-11:15	ELA / Enrichment	90 9:45-11:15	Math / Enrichment (Michigan) (Rm. 210)	
15	11:15-11:30	Life Science / Medieval History	15 11:15-11:3	Life Science (Michigan - Rm. 210/ Princeton - Rm. 210)	
90	11:30-12:00	Lunch	30 11:30-12:0	Lunch	
60	12.00-1.00	Life Science / Medieval History	60 12:00-1:00	I ife Science (Michigan - Rm 210/ Princeton - Rm 210)	

	Ms. Vasquez 7 (Michigan) Rm. 212			Ms. Vasquez 7 (Michigan) Rm. 212	
	Monday	/ Wednesday			Monday / Wednesday
Mins.	Time	Subject	Mins.	Time	Subject
60	8:15-9:15	Foreign Language	120	8:15-10:15	Prep
60	9:15-10:15	Intro. to Violin	90	10:15-11:45	ELA (Michigan) (Rm. 212)
90	10:15-11:45	ELA	30	11:45-12:15	Lunch
30	11:45-12:15	Lunch	90	12:15-1:45	ELA (Princeton) (Rm. 212)
90	12:15-1:45	Math	90	1:45-3:15	Medieval History (Princeton) (Rm. 212)
90	1:45-3:15	Medieval History			
					Tuesday / Thursday
	Tuesday / Thursday		Mins.	Time	Subject
Mins.	Time	Subject	120	8:15-10:15	Prep
120	8:15-10:15	PE	90	10:15-11:45	ELA (Michigan) (Rm. 212)
90	10:15-11:45	ELA	30	11:45-12:15	Lunch
30	11:45-12:15	Lunch	90	12:15-1:45	ELA (Princeton) (Rm. 212)
90	12:15-1:45	Math	90	1:45-3:15	Medieval History (Princeton) (Rm. 212)
90	1:45-3:15	Life Science			
	l	Friday	Friday		Friday
Mins.	Time	Subject	Mins.	Time	Subject
90	8:15-9:45	ELA / Enrichment	90	8:15-9:45	ELA / Enrichment (Michigan) (Rm. 212)
90	9:45-11:15	Math / Enrichment	90	9:45-11:15	ELA / Enrichment (Princeton) (Rm. 212)
15	11:15-11:30	Medieval History / Life Science	15	11:15-11:30	Medieval History (Princeton - Rm. 212/ Michigan - Rm. 212)
30	11:30-12:00	Lunch	30	11:30-12:00	Lunch
60	12:00-1:00	Medieval History / Life Science	60	12:00-1:00	Medieval History (Princeton - Rm. 212/ Michigan - Rm. 212)

Mrs. Defond (Seiw	ald) 6 (Harvard) Rm. 306	Mrs. [Defond (Seiwald) 6 (Harvard) Rm. 306
Monda	y / Wednesday		Monday / Wednesday
Mins. Time	Subject	Mins. Time	Subject
90 8:15-9:45	Math	90 8:15-9:45	Math (Harvard) (Rm. 306)
30 9:45-10:15	ELA		Math (Yale) (Rm. 306)
120 10:15-12:15	PE	120 10:15-12:1	
30 12:15-12:45	Lunch	30 12:15-12:4	
60 12:45-1:45	ELA		Math (Yale) (Rm. 306)
90 1:45-3:15	Ancient Civilizations		Earth Science (Yale) (Rm. 306)
	lay / Thursday		Tuesday / Thursday
Mins. Time	Subject	Mins Time	Subject
90 8:15-9:45	Math		Math (Harvard) (Rm. 306)
30 9:45-10:15	ELA	30 9:45-10:15	Math (Yale) (Rm. 306)
60 10:15-11:15	Foreign Language	120 10:15-12:1	! Pren
60 11:15-12:15	Intro. to Art	30 12:15-12:4	
30 12:15-12:45	Lunch	60 12:45-1:45	Math (Yale) (Rm. 306)
60 12:45-1:45	ELA	90 1:45-3:15	Earth Science (Harvard) (Rm. 306)
90 1:45-3:15	Earth Science		
	Friday		Friday
Mins. Time	Subject	Mins. Time	Subject
90 8:15-9:45	Math / Enrichment	90 8:15-9:45	Math / Enrichment (Harvard) (Rm. 306)
90 9:45-11:15	ELA / Enrichment		Math / Enrichment (Yale) (Rm. 306)
45 11:15-12:00	Ancient Civilizations / Earth Sc	45 11:15-12:0	Earth Science (Yale - Rm. 306 / Harvard - Rm. 306)
30 12:00-12:30	Lunch	30 12:00-12:3	Lunch
30 12:30-1:00	Ancient Civilizations / Earth Sc	30 12:30-1:00	Earth Science (Yale - Rm. 306 / Harvard - Rm. 306)

Mr. Draper 6 (Yale) Rm. 301			Mr. Draper 6 (Yale) Rm. 301		
Monday	/ Wednesday	Monday / Wednesday			
Mins. Time	Subject	Mins.	Time	Subject	
90 8:15-9:45	ELA	90	8:15-9:45	ELA (Yale) (Rm. 301)	
30 9:45-10:15	Math	30	9:45-10:15	ELA (Harvard) (Rm. 301)	
120 10:15-12:15	PE	120	10:15-12:1	Prep	
30 12:15-12:45	Lunch	30	12:15-12:4	Lunch	
60 12:45-1:45	Math	60	12:45-1:45	Ancient Civilizations (Harvard) (Rm. 301)	
90 1:45-3:15	Earth Science	90	1:45-3:15		
Tuesda	ny / Thursday			Tuesday / Thursday	
Mins. Time	Subject	Mins.	Time	Subject	
90 8:15-9:45	ELA	90	8:15-9:45	ELA (Yale) (Rm. 301)	
30 9:45-10:15	Math	30	9:45-10:15	ELA (Harvard) (Rm. 301)	
60 10:15-11:15	Foreign Language	120	10:15-12:1	Prep	
60 11:15-12:15	Intro. to Violin	30	12:15-12:4	Lunch	
30 12:15-12:45	Lunch	60	12:45-1:45	ELA (Harvard) (Rm. 301)	
60 12:45-1:45	Math	90	1:45-3:15	Ancient Civilizations (Yale) (Rm. 301)	
90 1:45-3:15	Ancient Civilizations				
	Friday	Friday			
Mins. Time	Subject	Mins.	Time	Subject	
90 8:15-9:45	ELA / Enrichment	90	8:15-9:45	ELA / Enrichment (Yale) (Rm. 301)	
90 9:45-11:15	Math / Enrichment	90	9:45-11:15	ELA / Enrichment (Harvard) (Rm. 301)	
45 11:15-12:00	Earth Science / Ancient Civiliza	45	11:15-12:0	Ancient Civilizations (Harvard - Rm. 301 / Yale - Rm. 301)	
30 12:00-12:30	Lunch	30	12:00-12:3	Lunch	
30 12:30-1:00	Earth Science / Ancient Civiliza	30	12:30-1:00	Ancient Civilizations (Harvard - Rm. 301 / Yale - Rm. 301)	

Sabrie 6 (Columbia) Rm. 307				Sabrie 6 (Columbia) Rm. 307
Mond	ay / Wednesday			Monday / Wednesday
Mins. Time	Subject	Mins.	Time	Subject
90 8:15-9:45	Math	90	8:15-9:45	Math (Columbia) (Rm. 307)
30 9:45-10:15	ELA	30	9:45-10:15	Math (Brown) (Rm. 307)
120 10:15-12:15	PE	120	10:15-12:15	Prep
30 12:15-12:45	Lunch	30	12:15-12:45	Lunch
60 12:45-1:45	ELA	60	12:45-1:45	Math (Brown) (Rm. 307)
90 1:45-3:15	Ancient Civilizations	90	1:45-3:15	Earth Science (Brown) (Rm. 307)
Tues	day / Thursday			Tuesday / Thursday
Mins. Time	Subject	Mins.	Time	Subject
90 8:15-9:45	Math			Math (Columbia) (Rm. 307)
30 9:45-10:15	ELA	30	9:45-10:15	Math (Brown) (Rm. 307)
60 10:15-11:15	Intro. to Mandarin	120	10:15-12:15	Prep
60 11:15-12:15	Intro. to Art	30	12:15-12:45	Lunch
30 12:15-12:45	Lunch	60	12:45-1:45	Math (Brown) (Rm. 307)
60 12:45-1:45	ELA	90	1:45-3:15	Earth Science (Columbia) (Rm. 307)
90 1:45-3:15	Ancient Civilization			
	Friday			Friday
Mins. Time	Subject	Mins.	Time	Subject
90 8:15-9:45	Math / Enrichment	90	8:15-9:45	Math / Enrichment (Columbia) (Rm. 307)
90 9:45-11:15	ELA / Enrichment	90	9:45-11:15	Math / Enrichment (Brown) (Rm. 307)
45 11:15-12:00	Ancient Civilizations / Earth Scien	45	11:15-12:00	Earth Science (Brown - Rm. 30 / Columbia - Rm. 307)
30 12:00-12:30	Lunch	30	12:00-12:30	Lunch
30 12:30-1:00	Ancient Civilizations / Earth Scien	30	12:30-1:00	Earth Science (Brown - Rm. 30 / Columbia - Rm. 307)



Mrs. Turner 6 (Brown) Rm. 305				Ms. Turner 6 (Brown) Rm. 305
Mond	lay / Wednesday			Monday / Wednesday
Mins. Time	Subject	Mins.	Time	Subject
90 8:15-9:45	ELA	90	8:15-9:4	45 ELA (Brown) (Rm. 305)
30 9:45-10:15	Math	30	9:45-10:	0:15 ELA (Columbia) (Rm. 305)
120 10:15-12:15	PE	120	10:15-12	12:15Prep
30 12:15-12:45	Lunch	30	12:15-12	12:45 Lunch
60 12:45-1:45	Math	60	12:45-1:4	1:45 ELA (Columbia) (Rm. 305)
90 1:45-3:15	Earth Science	90	1:45-3:1	15 Ancient Civilizations (Columbia) (Rm. 305)
Tues	sday / Thursday			Tuesday / Thursday
Mins. Time	Subject	Mins.	Time	Subject
90 8:15-9:45	ELA	90	8:15-9:4	45 ELA (Brown) (Rm. 305)
30 9:45-10:15	Math	30	9:45-10:	0:15 ELA (Columbia) (Rm. 305)
60 10:15-11:15	Intro. to Violin	120	10:15-12	12:15Prep
60 11:15-12:15	Intro. to Spanish	30	12:15-12	12:45 Lunch
30 12:15-12:45	Lunch	60	12:45-1:4	1:45 ELA (Columbia) (Rm. 305)
60 12:45-1:45	Math	90	1:45-3:1	15 Ancient Civilizations (Brown) (Rm. 305)
90 1:45-3:15	Ancient Civilizations			
	Friday			Friday
Mins. Time	Subject	Mins.	Time	Subject
90 8:15-9:45	ELA / Enrichment	90	8:15-9:4	45 ELA / Enrichment (Brown) (Rm. 305)
90 9:45-11:15	Math / Enrichment	90	9:45-11:	1:15 ELA / Enrichment (Columbia) (Rm. 305)
45 11:15-12:00	Earth Science / Ancient Civilization	45	11:15-12	12:0(Ancient Civilizations (Columbia - Rm. 305 / Brown- Rm. 305)
30 12:00-12:30	Lunch	30	12:00-12	12:3(Lunch
30 12:30-1:00	Earth Science / Ancient Civilization	30	12:30-1:0	1:00 Ancient Civilizations (Columbia - Rm. 305 / Brown - Rm. 305)

Ms. Spencer 6 (Rochester) Rm. 302			Ms.	Spencer 6 (Rochester) Rm. 302		
Monday	/ / Wednesday		Monday / Wednesday			
Mins. Time	Subject	Mins.	Time	Subject		
90 8:15-9:45	ELA	90	8:15-9:45	Math (Rochester) (Rm. 302)		
30 9:45-10:15		30	9:45-10:15	Math (Rochester) (Rm. 212)		
120 10:15-12:15	PE	120	10:15-12:1	Prep		
30 12:15-12:45	Lunch	30	12:15-12:4	Lunch		
60 12:45-1:45	ELA	60	12:45-1:45	Math (Rochester) (Rm. 212)		
90 1:45-3:15	Ancient Civilizations	90	1:45-3:15	Earth Science (Rochester) (Rm. 302)		
Tuesda	ay / Thursday			Tuesday / Thursday		
Mins. Time		Mins.	Time	Subject		
90 8:15-9:45	Math	90	8:15-9:45	Math (Rochester) (Rm. 302)		
30 9:45-10:15	ELA	 		Math (Rochester) (Rm. 212)		
60 10:15-11:15	Intro. to Mandarin	120	10:15-12:1	Prep		
60 11:15-12:15	Intro. to Art	30	12:15-12:4	Lunch		
30 12:15-12:45	Lunch	60	12:45-1:45	Math (Rochester) (Rm. 212)		
60 12:45-1:45	ELA	90	1:45-3:15	Earth Science (Rochester) (Rm. 302)		
90 1:45-3:15	Earth Science					
	Friday			Friday		
Mins. Time		Mins.	Time	Subject		
90 8:15-9:45	Math / Enrichment			Math / Enrichment (Rochester) (Rm. 302)		
90 9:45-11:15	ELA / Enrichment			Math / Enrichment (Rochester) (Rm. 212)		
45 11:15-12:00	Ancient Civilizations / Earth Sc			Earth Science (Rochester - Rm. 212 / Rochester -	Rm. 30	2)
30 12:00-12:30	Lunch		12:00-12:3	,		,
30 12:30-1:00	Ancient Civilizations / Earth Sc	30	12:30-1:00	Earth Science (Rochester - Rm. 212 / Rochester -	Rm. 30	2)

	Coach Tina 6-8 PE				
B.		nday / wednesday			
Mins.		Subject			
	7:00-7:30	Front Desk			
	7:30-8:15	Prep			
	8:15-10:15	Yuan - Rm. 216			
	10:15-12:15	Detond - Rm. 306			
	12:15-12:45	Lunch			
_	12:45-1:00	Prep			
	1:00-3:00	USC - Rm. 312			
30	3:00-3:30	Break			
		esday / Thursday			
Mins.		Subject			
	7:00-7:30	Front Desk			
	7:30-8:15	Prep			
	8:15-10:15	Prep / PE Lead Teacher / Front Office Support			
	10:15-12:15	Spencer - Rm. 302			
	12:15-12:45	Lunch			
	12:45-3:00	Prep			
30	3:00-3:30	Break			
		Friday			
Mins.		Subject			
	8:00-8:00	Traffic Duty			
60	7:30-8:30	I raffic Duty			
210	8:30-11:00	Prep			
60	11:00-12:00	Lunch			
30	12:00-12:30	Lunch Duty			
30	12:30-1:00	Break			
60	1:00-2:00	Prep			

	Coach San	chezl 6-8 PF			
		Wednesday			
Mine		Subject			
		Pren			
		Study Hall (3rd Floor)			
		Pren			
120	8.15-10.15	Ko Rm - 214			
		Draner - Rm 301			
		Lunch			
	12:45-1:00	Pren			
	1.00-3.00	Pomogaeva - Rm 317			
	3·00-3·30 3·30-4·00	Traffic Pren			
.50	.5".50-4"00	Pren			
	Tuocday	/ Thursday		<u> </u>	
Mine		Subject			
		Pren			
30	7:30-7:45	Study Hall (3rd Floor)			
		Admin Support (2nd floor)			
		IA Push in (Vasquez)			
		Break			
		Admin Support (2nd floor)			
30	1():3()-11:()()	IA Pull Out (Ko/Yuan)			
		Lunch Supervision (8th G	r)		
	11:35-11:45				
		Lunch Supervision (7th G	r.)		
		Lunch Supervision (6th)			
30	12:45 - 1:15	Lunch			
30		IA Push in (Draper)			
45	1:45 - 2:30	IA Push in (Vasquez)			
30	2:30 - 3:00	IA Push in (Ko)			
	Fr	iday			
Mins.	Time	Subject			
		Prep			
		Study Hall (3rd Floor)			
	7:45 - 11:30	•			
		12:00 Lunch Supervision (7th Gr.)			
30	12:00 - 12:30	Lunch Supervision (7th G	r.)		
	12:30 - 2:00	Prep			
		Friday Staff Meeting			
60	3:00 - 4:00	Prep			

	Coach Jones 6-8 PF				
	Monday/M				
	Time				
30		Pren			
	7.45-8.15				
		Mr Worley - Rm 213			
		Sahrie - Rm 307			
	12·15-12·45 12·45-1·00				
	1:00-3:00	1 11 -17			
	3.00-3.30	Ms_Rahkeit - Rm_318 Break			
.50		Thursday			
Mino	Time				
	7:30-8:00	Duty			
	8.00-8.15				
		Ms Solis - Rm 210			
	10.15-12.15				
	12.15-12.45				
	12.45-1.00	Pren			
	1.00-3.00				
	3.00-3.30				
	3.30-4.00				
	Fri	dav			
Mins.	Time	Subject			
60	8:00-8:00	Traffic Duty			
60	7:30-8:30	Traffic Duty			
210	8:30-11:00	Prep			
60	11:00-12:00	Lunch			
30	12:00-12:30	Lunch Duty			
30	12:30-1:00	Break			
60	1:00-2:00	Prep			

Coach Mike PF				
		<u>Nednesdav</u>		
Mins	Time	Subject		
30	7:00-7:30	Pren		
30	7:30-8:00	Traffic Duty		
15	8.00-8.15	Pren		
		Georgetown - Rm 215		
		Turner - Rm 305		
	12 45 1 00	Lunch		
		Baker - Rm 313		
	3.00-3.30			
. 11.7	.3 ()(/=.3 .3(/	DIEAK		
	Tuocday	Thursday		
Mine		Subject		
30	7.00-7.30	Pren		
	7:30-8:00	Traffic Duty		
15	8.00-8.15			
120	8.15-10.15	vasquez- Rm 212		
	10.15-12.15			
	12.15-12.45			
	12.45_1.00	Pren		
	1:00-3:00	May - Rm. 314		
30	3:00-3:30	Break		
	Fri	day		
Mins.	Time	Subject		
60	8:00-8:00	Traffic Duty		
60	7:30-8:30	Traffic Duty		
210	8:30-11:00	Prep		
60	11:00-12:00	Lunch		
30	12:00-12:30	Lunch Duty		
30	12:30-1:00	Break		
60	1:00-2:00	Prep		

	wis. Ortiz Spanisn
	Monday / Wednesday
wins. Time	Subject
30 7:30-8:00	Tratific Duty
15 8:00-8:15 60 8:15-9:15	7th Grade - Spanish TA (Rm. 210 Solls)
60 9:15-10:15	Prep
60 10:15-11:15	otn Grade - Intro. Spanish (Rm. 302 Spencer)
00 11:15-12:15	Prep
30 12:15-12:45 15 12:45-1:00	Prep
60 T:00-2:00	8th Grade - Spanish TA (Rm. 319 UCLA)
60 2:00-3:00	Prep
60 3:00-4:00	I utöring
	Tuesday / Thursday
wins. i ime	Subject
45 7:30-8:15	Prep
60 8:15-9:15	7th Grade - Spanish TA (Rm. 216 Yuan)
60 9:15-10:15 60 10:15-11:15	7tn Grade - Spanish 1A (Rm. 213 worléy) otn Grade - Intro. Spanish (Rm. 306 Detond)
60 10:15-11:15 60 11:15-12:15	oth Grade - Intro. Spanish (Km. 307 Columbia)
30 12:15-12:45	Luncn
15 12:45-1:00	Prep
60 1:00-2:00	8th Grade Spanish - 1A (Rm. 317 Stanford)
60 2:00-3:00	8th Grade Spanish - 1A (Rm. 319 Bakheit)
60 3:00-4:00	Tutoring
	Friday
Mins. Time	Subject
30 7:30-8:00	Traffic Duty
60 8:00-9:00	Prep
60 9:00-10:00	Office Duty
60 10:00-11:00	Prep
30 11:00-11:30	Lunch
30 11:30-12:00	Prep
30 12:00-12:30	Lunch Duty
30 12:30-1:00	Traffic Duty- Runner
60 1:00-2:00	Traffic Duty- Runner

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WILLIA		nday / wednesday							
Wiins.	7:30-8:00	Traffic Duty							
	8:00-8:15	Prep							
	8:15-9:15	7th Grade - Iviandarin TA (Rm. 212 vasquez)						
	9:15-10:15	Prep							
6U 6U		oth Grade - Intro. Mandarin (Rm. 302 Spence	er)						
30		Luncn							
15		Prep							
	1:00-2:00	8th Grade - Mandarin 1A (Rm. 314 May)							
	2:00-3:00 3:00-4:00	Prep Tutoring							
	J.00- 4 .00	ratoring							
		lesday / Inursday							
Wins.		Subject							
	7:30-8:15 8:15-9:15	7th Grade - Mandarin 1A (Rm. 214 Ko)							
	9:15-10:15	7th Grade - Iviandarin 1A (Rm. 215 Georgeto	own)						
	10:15-11:15	otn Grade - Iviandarin TA (Rm. 215 Georgeto otn Grade - Intro. Iviandarin (Rm. 301 Draper)						
60		oth Grade - Intro. Mandarin (Rm. 305 Turner)						
30	12:15-12:45 12:45-1:00	Prep							
	1:00-2:00	8th Grade - Mandarin 1A (Rm. 312 USC)							
60	2:00-3:00	8th Grade - Mandarin 1A (Rm. 313 Baker)							
60	3:00-4:00	Tutoring							
		Friday							
Mins.	Time	Subject							
30	7:30-8:00	Traffic Duty							
60	8:00-9:00	Prep							
60	9:00-10:00	Office Duty							
60	10:00-11:00	Prep							
30	11:00-11:30	Lunch							
30	11:30-12:00	Prep							
30	12:00-12:30	Lunch Duty							
30	12:30-1:00	Traffic Duty / Runner							
60	1:00-2:00	Traffic Duty / Runner							

IVIS.	Bionaeau	(Royal College of Art) Intro. to Art / Art
		wonday / wednesday
wins.	Time	Subject
45	7:45-8:15	Pren / Hitorina
	8:15-9:15	Prep / Tutoring Prep
	9:15-10:15	7th Grade - Art (Rm. 210 Solls)
	10:15-11:15	
	TT:T5-TZ:T5	
	12:15-12:45	
	12:45-1:00	вгеак
	1:00-2:00	Pusn-in / Pull Out (oth Grade) Pusn-in / Pull Out (7th Grade)
	2:00-3:00	
00	3:00-4:00	Tutoring
		ιuesαay / ιnursαay
wins.	ııme	Subject
	7:45-8:15	Prep
bU	8:15-9:15	7tn Grade - Art (Rm. 213 vvoriey)
60	9:15-10:15	7th Grade - Art (Rm. 216 Yuan) ´ oth Grade - Intro to Art (Rm. 305 Sabrie)
		oth Grade - Intro to Art (Rm. 305 Sabrie)
	11:15-12:15	\
	12:15-12:45	
	12:45-3:00	Prep
60	3:00-4:00	Tutoring
		Friday
Mins.	Time	Subject
30	7:45-8:15	Study Hall (6th Grade)
135	8:15-10:30	
	10:30-11:30	•
	11:30-12:00	
	12:00-12:30	
	12:30-1:00	, and the second
		•
00	1:00-2:00	Prep / Tutoring

	WIS. Frost	(School of Visual Arts) Intro. Graphic Design
WIINS.	IIMΩ	wonday / wednesday
WIIII3.	Tillic	Oubject
45	7:45-8:15	
bU	8:15-9:15	
bU	9:15-10:15	
	10:15-11:15	
60		
	12:45-1:00 1:00-2:00	
	Z:UU-3:UU	ชเท Grade - Intro to Grapnic Design (Rms 319 & 314 UCLA & Iviay)
	3:00-4:00	ett Grade mit die Grapme Beeign (rune die aleri Geld a may)
	0.0000	
		ruesday / rnursday
Wins.		Subject
_	7:45-8:15	
	8:15-9:15 9:15-10:15	
60		
5U		
30		
135	12:45-1:00	
60	1:00 - 2:00	8th Grade - Intro to Graphic Design (Rms 313 & 318 Baker & Bahkeit)
60	2:00 - 3:00	8th Grade - Intro to Graphic Design (Rms 312 & 317 USC & Stanford)
60	3:00-4:00	
	0.00 1.00	
		Friday
Mins.	Time	Subject
	7:45-8:15	
135	8:15-10:30	
60	10:30-11:30	
30	11:30-12:00	
	12:00-12:30	
	12:30-1:00	
60	1:00-2:00	

	Ws. Hammer (Julillard) Rm. 201								
		wonday'i vvedneśday							
Wiins.	Time	Subject							
45	7.40-0.10	Prep / Tutoring							
	8:15-9:15	7th Grade - Beginning Band (Rm. 212 Vasquez)							
	10:15-11:13								
	TT:T5-TZ:T3								
	12:15-12:4:								
75	12:45-2:00	Prep							
60	2:00-3:00	ชเท Grade - violin 2 (Rms. 319 & 314 UCLA & May) Tutoring							
60	3.00-4.00	rutoning							
		ιuesαay / ιnursαay							
wins.	ııme	Subject							
		Prep							
00	8:15-9:15	Prep 7th Grade - Beginning Band (Rm. 215 Rodriguez)							
60	9:15-10:15	/th Grade - Beginning Band (Rm. 214 Ko)							
60	10:15-11:13	otn Grade - Intro. to Violin (Rm. 307 Turnér)							
	12:15-12:4:	otn Grade - Intro. to Violin (Rm. 306 Draper)							
	12:45-1:00								
00	T:UU-Z:UU	otn Grage - violin z (Rms. 313 & 318 Baker & Bankel	π)						
00	2:00-3:00	otn Grade - Violin Z (Rms. 313 & 318 Baker & Bankel otn Grade - Violin Z (Rms. 312 & 317 USC & Stantord	a)						
	3:00-4:00	Tutoring							
		Friday							
Mins.	Time	Subject							
		Study Hall (6th Grade)							
		· · · · · · · · · · · · · · · · · · ·							
	8:15-10:30	•							
60	10:30-11:30	Office Duty							
30	11:30-12:00	Lunch							
60	12:00-1:00	Prep							
60	1:00-2:00	Prep / Tutoring							

. Chu	Ins	structional	Aide / Graphic Design Instructor Ri	
			Monday / Wednesday	
	Mins	Time	Subject	
	30	8:00-8:30	ช - คั้นga (Pusn-in)	
	30	8:30-9:00	8 - Henry (Pusn-Iń)	
			8 - On (Pusn-In)	
	30	9:30-10:00	8 - Puga (Pusn-in)	
			8 - Henry (Push-In)	
	30		8 - On (Push-In)	
	15	11:00-11:1		
			Admin. Support	
	30		7th Grade Lunch Duty	
	30	12:15-12:4		
	15	12:45-1:00		
	50	1:00-2:00		
			8 - Grapnic Design (Henry/Seiwaid) (Rn	1. 21)
	οÜ	3:00-4:00		
	30	4:00-4:30	Study Hall (2nd Floor)	
			LIIOCAOV / I BUIFCAOV	
	VIIDE	Limo	Tuesday / Thursday	
		Time	Subject	
			Admin. Support	
			7 - Black / Wallace (Pull-Out)	
		9:15-9:45		
			7 - Saetong/Baker (Pull - Out) 7 - Black (Pusn-In)	
	3U		7 - Black (Fush-III) 7 - Perez (Push-III)	
	3U		7 - Baker (Push-In)	
	15	11:45-12:U		
	30	12:00-12:3		
	3U	12:30-12:00		
	5U		ช - Grapnic Design (Puga/Turner) (Rm.	74)
	50	2:00-3:00	ช - Graphic Design (Coenen/On) (Rm. 2	- · <i>/</i> (Z)
	50	3:00-4:00		-,
			Study Hall (2nd Floor)	
			Friday	
	viins	Time	Subject	
6	0	1:00-2:00	Elective - Graphic Design	

Instructional Aide (Ms. Mia) Schedule Monday / Wednesday									
	Time	Subject							
15	8:30-8:45	Prep							
30	8:45-9:15	6 - Sharpe (Push-In)							
30	9:15-9:45	6 -Ko (Push-In)							
30	9:45-10:15	6 - Yuan (Push-In)							
30	10:15-10:45	Admin. Support							
30	10:45-11:15	6 - Landron / Vasquez (Pull-Out)							
30	11:15-11:45	7 - Saefong (Push-In)							
30	11:45-12:15	Lunch Duty							
15	12:15-12:30	Break							
30	12:30-1:00	7 - Solis (Push In)							
30	1:00-1:30	7 - Wallace (Push-In)							
30	1:30-2:00	Lunch							
45	2:00-2:45	Admin. Support							
15	2:45-3:00	Break							
30	3:00-3:30	Traffic							
30	3:30-4:00	Runner							
60	4:00-5:00	Study Hall							
	Tues	day / Thursday							
Mins	Time	Subject							
		•							
15	8:30-8:45	Prep							
30	8:45-9:15	6 - Draper (Push-In)							
30	9:15-9:45	6 - Vasquez							
30	9:45-10:15	6 - Landron (Push-In)							
90	10:15-11:45	Admin. Duty							
30	11:45-12:15	6 - Draper / Sharpe (Pull-Out)							
15	12:15-12:30	Break							
30	12:30-1:00	7 - Perez (Push-In)							
30	1:00-1:30	7 - Black (Push-In)							
30	1:30-2:00	Lunch							
30	2:00-2:30	Admin. Duty							
30	2:30-3:00	8 - Puga/Turner (Pull-Out)							
30	3:00-3:30	Traffic							
30	3:30-4:00	Runner							
60	4:00-5:00	Study Hall							

nstru	nstructional Aide (Ms. Jones) Schedule								
	Mon	iday / Wednesday							
Mins	Time	Subject							
15	7:30-7:45	Study Hall (2nd Floor)							
30	7:45-8:15	Admin. Support							
30	8:15-8:45	6 - Sharpe (Push-In)							
30	8:45-9:15	7 - Perez / Solis (Pull-Out)							
15	9:15-9:30	Break							
45	9:30 - 10:15	Admin. Support							
30	10:15-10:45	7 - Wallace (Push-In)							
30	10:45-11:15	7 - Solis (Push-In)							
30		Admin. Support ???							
60		Admin. Support							
15	12:45-1:00	Admin. Support							
30	1:00-1:30	Lunch							
30	1:30-2:00	8 - Henry / Seiwald (Pull-Out)							
30	2:00-2:30	Saefong (Push-in)							
30	3:00-3:30	Study Hall (2nd Floor)							
	Tue	esday / Thursday							
Mins	Time	Subject							
15	7:30-7:45	Study Hall (2nd Floor)							
15	7:45-8:00	Admin. Support							
30	8:00-8:30	8 - Turner (Push-In)							
30	8:30-9:00	8 - Seiwald (Push-In)							
30	9:00-9:30	8 - Coenen (Push-In)							
30	9:30-10:00	8 - Turner (Push-In)							
30	10:00-10:30	8 - Seiwald (Push-In)							
30	10:30-11:00	8 - Coenen (Push-In)							
30	11:00-11:30	Lunch Detetion (8th Gr.)							
15	11:30-11:45	Break							
45	11:45-12:15	Lunch Detetion (7th Gr.)							
15		Lunch Detention (6th Gr.)							
30	12:45-1:15	Lunch							
30	1:30-2:00	8 - Coenen / Oh (Pull-Out)							
30	2:00 - 2:30	7 - Baker (Push.ln)							
30	2:30-3:00	Admin. Support							
30	3:00-3:30	Study Hall (2nd Floor)							

Lunch Duty	Morning Study Hall		After School Dutie	os (Mon-Thurs)	
Mon	Mon/Wed		Time	Person	Area
11:00-11:30 (8t Ms. Hull	7:30-7:45am (3rd floo	Coach Arcemer		TBD	2nd Floor Study Hall
Vacant	7.30 7.438111 (314 1100	Coach Arcemen	3:00-4:30	TBD	2nd/3rd Floor Runner
11:45-12:15 (7tl Ms. Hull	7:30-7:45am (2nd floo	Ms Doniso	3:00-4:00	Operations	Runner
Vacant	7.30-7.43am (2nd not	Ms. Jones	4:30-5:00	Finance	2nd Floor Study Hall
12:15-12:45 (6tl Ms. Hull		IVIS. JOILES	4:30-5:00	Operations	2nd Floor Study Hall
Vacant	7:30-7:45am (2nd floo	Me Wilson	4.30-3.00	Operations	Zilu i looi Study Hall
Vacant	7.30-7.43am (2nd not	Ms. Alem	Time	Person	Area
Wed		IVIS. AIEIII	3:30-4:00	Nemanje	Front Door
	On Lunch		3:30-4:00	•	Runner
11:00-11:30 (8tl Ms. Wilson Carlos	Mon/Wed		3:30-4:00	Justin Kevin	Study Hall
		Dotos			•
11:45-12:15 (7tl Ms. Alem	12:45pm - 1:15 pm	Peter	3:30-4:30	Frankie	Study Hall
Ms. Mia	12:45pm-1:15pm	Ms. Wilson	4:30-5:00	Operations / HR	-
12:15-12:45 (6t Ms. Alem	12:45-1:15	Ms. Chu	3:30-4:30	Irene	Study Hall
Ms. Mia	1:45pm-2:15pm	Ms. Mia	~'	D	A
TO / TO	1:15pm-1:45pm	Ms. Alem	Time	Person	Area
Tue / Thurs	12:45pm-1:15:pm	Ms. Jones	3:00-3:30	Mia	12th Street Traffic
11:00-11:30 (8tl Ms. Wilson	10.45.40.45		3:00-4:00	Denise	12th Street Traffic
Carlos	12:15-12:45	Ms. Chu	3:30-4:00	Taylor	12th Street Traffic
11:45-12:15 (7tl Ms. Wilson	12:45pm-1:15pm	Ms. Wilson	3:30-4:00	Carlos	12th Street Traffic
Ms. Mia	1:45pm-2:15pm	Ms. Mia	4:00-4:30	Irene	12th Street Traffic
12:15-12:45 (6t Ms. Alem	1:15pm-1:45pm	Ms. Alem	4:00-4:30	Site Admin	12th Street Traffic
Ms. Mia	12:45-1:15pm	Ms. Jones	4:00-5:00	Alex	12th Street Traffic
	Friday		4:30-5:00	Gaston	12th Street Traffic
Friday	12:15-12:45	Ms. Chu	3:00-3:30	ELD	12th Street Traffic
11:00-11:30 (8tl Mr. Worley	12:15pm-12:45pm	Ms. Wilson	3:30-4:00	Operations	12th Street Traffic
Ms. Tina	12:30pm-1:00pm	Ms. Mia	4:00-4:30	Counseling	12th Street Traffic
11:30-12:00 (7t) Ms. Ortiz	1:15pm-1:45pm	Ms. Alem	4:30-5:00	HR	12th Street Traffic
Mr. Wu	12:30-1:00pm	Ms. Jones			
12:00-12:30 (6t) Mr. Esola			After School Dutie	· · · · · · · · · · · · · · · · · · ·	
Mr. Gerard			Time	Person	Area
			12:45-1:45	Ms. Ortiz	2nd Floor Study Hall
			12:45-1:45	Mr. Wu	12th Street Traffic
			1:45-2:30	TBA	2nd Floor Study Hall/Run
			1:45-2:30	TBA	12th Street Traffic

	USC & Stanford (Ms.Jones & Ms. Bakheit)											
			Moi	nday		sday	•	nesday	Thu	rsday	Fri	day
	Block 1 (90 min)	9:00 - 10:30	USC (ELA)	Stanford (Math)	USC (Math)	Stanford (ELA)	USC (ELA)	Stanford (Math)	USC (Math)	Stanford (ELA)	,	Stanford (Math & Sci Assessment & Evaluation)
		10:30 - 11:00						Break				
Week 1	Block 2 (90 min) USC/Stanford	11:00 - 12:30	P.E. (Mike)	P.E. (Tina)	USC Art (Frost)	Stanford Music (Hammer)	USC World Language (Spanish)	Stanford World Language (Mandarin)	P.E. (Mike)	P.E. (Tina)		
Week 2	Block 2 (90 min) USC/Stanford	11:00 - 12:30	P.E. (Mike)	P.E. (Tina)	USC Art (Frost)	Stanford Music (Hammer)	USC World Language (Spanish)	Stanford World Language (Mandarin)	USC Art (Frost)	Stanford Music (Hammer)	USC (Math & Sci Assessment & Evaluation)	Stanford (ELA & Hist Assessment & Evaluation)
Week 3	Block 2 (90 min) USC/Stanford	11:00 - 12:30	P.E. (Mike)	P.E. (Tina)	USC Art (Frost)	Stanford Music (Hammer)	USC World Language (Spanish)	Stanford World Language (Mandarin)	USC World Language (Spanish)	Stanford World Language (Mandarin)		
		12:30 - 1:00					l	Lunch				
	Block 3 (90 min)	1:00 - 2:30	USC (Math)	Stanford (ELA)	USC (ELA)	Stanford (Math)	USC (Math)	Stanford (ELA)	USC (ELA)	Stanford (Math)		
	Block 4 (60 min)	2:30 - 3:30	USC Science	Stanford History	USC History	Stanford Science	USC Science	Stanford History	USC History	Stanford Science		
		3:30 - 5:00	Home Work Ti	me - Please com	plete your dail	y assignments a	nd turn in you	r work on Schoo	logy			

						sity & UCSB (Mr.		• •			_	
			Mor	nday	Tues	sday	Wednesday		Thursday		Friday	
											FSU (ELA & Hist	UCSB (Math & Sci
	Block 1 (90 min)	9:00 - 10:30	FSU (ELA)	UCSB (Math)	FSU (Math)	UCSB (ELA)	FSU (ELA)	UCSB (Math)	FSU (Math)	UCSB (ELA)	Assessment &	Assessment &
											Evaluation)	Evaluation)
		10:30 - 11:00						Break			,	,
¥					NYU VVOIIG	nc2R Moua						
9e	Block 1 (90 min)	11:00 - 12:30	FSU Art (Frost)	UCSB Music	Language	Language			FSU Art (Frost)	UCSB Music		
Week 1	NYU/UCSB	11100 12100		(Hammer)	(Spanish)	(Mandarin)	P.E. (Mike)	P.E. (Tina)		(Hammer)		
				` '	NYU World	UCSB World			UCSB World	NYU World	FSU (Math & Sci	UCSB (ELA & Hist
eek 2	Block 1 (90 min)	11:00 - 12:30	FSU Art (Frost)	UCSB Music	Language	Language			Language	Language	Assessment &	Assessment &
Š	NYU/ÙCSB			(Hammer)	(Spanish)	(Mandarin)	P.E. (Mike)	P.E. (Tina)	(Mandarin)	(Spanish)	Evaluation)	Evaluation)
×				(1111111111)	NYU World	UCSB World	, ,_, (,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		(**************************************	(= ======	Evaluation)	Evaluation
Week 3	Block 1 (90 min)	11:00 - 12:30	FSU Art (Frost)	UCSB Music	Language	Language						
Š	NYU/UCSB			(Hammer)	(Spanish)	(Mandarin)	P.E. (Mike)	P.E. (Tina)	P.E. (Mike)	P.E. (Tina)		
		12:30 - 1:00				,		Lunch				
	Block 3 (90 min)	1:00 - 2:30	FSU (Math)	UCSB (ELA)	FSU (ELA)	UCSB (Math)	FSU (Math)	UCSB (ELA)	FSU (ELA)	UCSB (Math)		
			()	0002 (==: .)	(== .)	()	()	3332 (==)	(==)	()		
	Block 4 (60 min)	2:30 - 3:30	FSU Science	UCSB History	FSU History	UCSB Science	FSU Science	UCSB History	FSU History	UCSB Science		
	, ,	-		,	.,				,			
		3:30 - 5:00	Home Work Tir	ne - Please com	plete your daily	y assignments a	nd turn in your	work on School	ology			
<u> </u>							•					

					UCSD &	UCLA (Mr. ? & M	r Sanchez)					
			Мо	nday		sday	Wednes	day	Thur	sday	Fr	riday
	Block 1 (90 min)	9:00 - 10:30	UCSD (ELA)	UCLA (Math)	UCSD (Math)	UCLA (ELA)	UCSD (ELA)	UCLA (Math)	UCSD (Math)	UCLA (ELA)	UCSB (ELA & Hist Assessment & Evaluation)	UCLA (Math & Sci Assessment & Evaluation)
		10:30 - 11:00					E	Break				
Week	Block 1 (90 min) UCLA/UCSD	11:00 - 12:30	UCSD World Language (Spanish)	UCLA World Language (Mandarin)	P.E. (Mike)	P.E. (Tina)	UCSD Art (Frost)	UCLA Music (Hammer)	UCSD World Language (Spanish)	UCLA World Language (Mandarin)		
Week 2	Block 1 (90 min) UCLA/UCSD	11:00 - 12:30	UCSD World	UCLA World Language (Mandarin)	P.E. (Mike)	P.E. (Tina)	UCSD Art (Frost)	UCLA Music (Hammer)	P.E. (Mike)	P.E. (Tina)	UCSD (Math & Sci Assessment & Evaluation)	UCLA (ELA & Hist Assessment & Evaluation)
Week 3	Block 1 (90 min) UCLA/UCSD	11:00 - 12:30	UCSD World Language (Spanish)	UCLA World Language (Mandarin)	P.E. (Mike)	P.E. (Tina)	UCSD Art (Frost)	UCLA Music (Hammer)	UCSD Art (Frost)	UCLA Music (Hammer)	,	,
		12:30 - 1:00					L	unch				
	Block A (90 min)	1:00 - 2:30	UCSD (Math)	UCLA (ELA)	UCSD (ELA)	UCLA (Math)	UCSD (Math)	UCLA (ELA)	UCSD (ELA)	UCLA (Math)		
	Block B (60 min)	2:30 - 3:30	UCSD Science	UCLA History	UCSD History	UCLA Science	UCSD Science	UCLA History	UCSD History	UCLA Science		
		3:30 - 4:45	Home Work Tin	ne - Please comp	lete your daily a	ssignments and	turn in your work o	on Schoology				

					UCSD &	UCLA (Mr. ? & M	r. Sanchez)						
			Мо	nday		sday	Wednes	sday	Thur	sday	Fr	iday	
	Block 1 (90 min)	9:00 - 10:30	UCSD (ELA)	UCLA (Math)	UCSD (Math)	UCLA (ELA)	UCSD (ELA)	UCLA (Math)	UCSD (Math)	UCLA (ELA)	UCSB (ELA & Hist Assessment & Evaluation)	UCLA (Math & Sci Assessment & Evaluation)	
	10:30 - 11:00 Break												
ᅕ			UCSD World	UCLA World					UCSD World	UCLA World	UCSD (Math & Sci	UCLA (ELA & Hist	
Veek 1	Block 1 (90 min)	11:00 - 12:30	Language	Language				UCLA Music	Language	Language	Assessment &	Assessment &	
8	UCLA/UCSD		(Spanish)	(Mandarin)	P.E. (Mike)	P.E. (Tina)	UCSD Art (Frost)	(Hammer)	(Spanish)	(Mandarin)	Evaluation)	Evaluation)	
		12:30 - 1:00					L	unch					
	Block A (90 min)	1:00 - 2:30	UCSD (Math)	UCLA (ELA)	UCSD (ELA)	UCLA (Math)	UCSD (Math)	UCLA (ELA)	UCSD (ELA)	UCLA (Math)			
	Block B (60 min)	2:30 - 3:30	UCSD Science	UCLA History	UCSD History	UCLA Science	UCSD Science	UCLA History	UCSD History	UCLA Science			
		3:30 - 4:45	Home Work Tin	ne - Please comp	lete your daily a	ssignments and	turn in your work	on Schoology					

			6th Grade P.E, W	L & VAPA Schedu	ules							
					Mon	day	Tues	sday	Wedi	nesday	Thur	sday
<u>></u>	Ф	е	BIOCK 1 (90	11:00 - 12:30	P.E. (Mike)	P.E. (Tina)	USC Art (Frost)	Stånioru iviusic	Language	Staniora World	P.E. (Mike)	P.E. (Tina)
>	Ф	е	BIOCK 1 (90	11:00 - 12:30	P.E. (Mike)	P.E. (Tina)	USC Art (Frost)	Staffiord Widsic	L anguago	Stanibru Wona	USC Art (Frost)	'Staniord wiusid
>	Ф	е	BIOCK 1 (90	11:00 - 12:30	P.E. (Mike)	P.E. (Tina)	USC Art (Frost)	Otáfilora Music (Hammer)	L anguage	Language	Language	Language
>	ø	е	min) NYU/UCSB	11:00 - 12:30	FSU Art (Frost)	(Hammer)	Language	Language	P.E. (Mike)	P.E. (Tina)	FSU Art (Frost)	UCSB Wusic
>	Ф	ө	min) NYU/UCSB	11:00 - 12:30	FSU Art (Frost)	(Hammer)	Language	Language	P.E. (Mike)	P.E. (Tina)	L anguage	Language
>	Φ	Ф	min) NYU/UCSB	11:00 - 12:30	FSU Art (Frost)	(Hammer)	Language	Language	P.E. (Mike)	P.E. (Tina)	P.E. (Mike)	P.E. (Tina)
>	Ф	Ф	min)	11:00 - 12:30	Language	Language	P.E. (Mike)	P.E. (Tina)	(Freet)	(Hammer)	Language	Language
>	Ф	ө	min)	11:00 - 12:30	Language	Language	P.E. (Mike)	P.E. (Tina)	(Frost)	(Hammer)	P.E. (Mike)	P.E. (Tina)
>	е	ө	min)	11:00 - 12:30	Language	Language	P.E. (Mike)	P.E. (Tina)	(Freet)	(Hammer)	(Freet)	(Hammer)

					Harvard & Ya	ale (Mr. Draper &	Ms. Defond)					
			Mon	ıday	Tues	sday		Inesday	Thui	rsday	Fri	day
Week	Block 1 (90 min) Harvard/Yale	9:00 - 10:30	P.E. (Mike)	P.E. (Tina)	Music (Hammer)	Art (Frost)	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina)	SH (ELA &	
Week 2	Block 1 (90 min) Harvard/Yale	9:00 - 10:30	P.E. (Mike)	P.E. (Tina)	Music (Hammer)	Art (Frost)	World Language (Mandarin)	World Language (Spanish)	Music (Hammer)	Art (Frost)	Hist Assessment & Evaluation)	JH (Math & Sci Assessment & Evaluation)
Week 3	Block 1 (90 min) Harvard/Yale	9:00 - 10:30	P.E. (Mike)	P.E. (Tina)	Music (Hammer)	Art (Frost)	World Language (Mandarin)	World Language (Spanish)	World Language (Mandarin)	World Language (Spanish)		
		10:30 - 11:00					В	reak				
	Block 2 (90 min)	11:00 - 12:30	Harvard (ELA)	Yale (Math)	Harvard (Math)	Yale (ELA)	Harvard (ELA)	Yale (Math)	Harvard (Math)	Yale (ELA)	•	JH (ELA & Hist Assessment & Evaluation)
		12:30 - 1:00					L	unch				
	Block 3 (90 min)	1:00- 2:30	Harvard (Math)	Yale (ELA)	Harvard (ELA)	Yale (Math)	Harvard (Math)	Yale (ELA)	Harvard History	Yale Science		
	Block 4 (60 min)	2:30 - 3:30	Harvard Science	Yale History	Harvard History	Yale Science	Harvard Science	Yale History	SH History	JH Science		
		3:30 - 4:30	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring		
		4:30 - 5:00	Home Work Tir	ne - Please cor	nplete your dail	y assignments	and turn in you	ır work on School	logy			
	Block 2 (90 min) ELA/Math Block 3 (90 min) ELA/Math Block 1 & 2 (90	180 min M-Th 180 min M-Th										
	min) ELA/Math	90 min Friday 450 min										

					Brown & Colum	nbia (Ms. Turner	& Ms. Sabrie)					
			Mon	ıday		sday	Wedr	nesday	Thui	rsday	_ Fri	day
Week 1	Block 1 (90 min) Columbia/Brown	9:00 - 10:30	Music (Hammer)	Art (Frost)	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina)	Music (Hammer)	Art (Frost)	Brown (ELA &	Columbia
Week 2	Block 1 (90 min) Columbia/Brown	9:00 - 10:30	Music (Hammer)	Art (Frost)	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina)	World Language (Mandarin)	World Language (Spanish)	Hist Assessment & Evaluation)	(Math & Sci Assessment & Evaluation)
Week 3	Block 1 (90 min) Columbia/Brown	9:00 - 10:30	Music (Hammer)	Art (Frost)	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina)	P.E. (Mike)	P.E. (Tina)	_raisation,	
		10:30 - 11:00					Br	eak				
	Block 2 (90 min)	11:00 - 12:30	Brown (ELA)	Columbia (Math)	Brown (Math)	Columbia (ELA)	Brown (ELA)	Columbia (Math)	Brown (Math)	Columbia (ELA)	Brown (Math & Sci Assessment & Evaluation)	Columbia (ELA & Hist Assessment & Evaluation)
		12:30 - 1:00					Lu	nch			,	
	Block 3 (90 min)	1:00- 2:30	Brown (Math)	Coloumbia (ELA)	Brown (ELA)	Columbia (Math)	Brown (Math)	Coloumbia (ELA)	Brown (ELA)	Columbia (Math)		
	Block 4 (60 min)	2:30 - 3:30	Brown Science	Columbia Hist	Brown Hist	Columbia Science	Brown Science	Columbia Hist	Brown Hist	Columbia Science		
		3:30 - 4:30	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring		
		4:30 - 5:00	Home Work Tir	ne - Please con	nplete your dail	y assignments	and turn in you	ır work on Scho	ology			
	Block 2 (90 min) ELA/Math Block 3 (90 min) ELA/Math	180 min M-Th 180 min M-Th										
	Block 1 & 2 (90	90 min Friday 450 min										

				Ro	chester & UC Be	rkeley (Ms. Spen	cer & Ms. Hinds)				
			Mo	nday	Tue	sday	Wedn	esday	Thur	sday	Fr	iday
Week 1	Block 1 (90 min) Rochester/New	9:00 - 10:30	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina) Rochester	Music (Hammer)	Art (Frost)	World Language (Mandarin)	World Language (Spanish)	Dachastan	
Week 2	Block 1 (90 min) Rochester/New	9:00 - 10:30	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina) Rochester	Music (Hammer)	Art (Frost)	P.E. (Mike)	P.E. (Tina)	Rochester (ELA & Hist Assessment & Evaluation)	New (Math & Sci Assessment & Evaluation)
Week 3	Block 1 (90 min) Rochester/New	9:00 - 10:30	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina) Rochester	Music (Hammer)	Art (Frost)	Music (Hammer)	Art (Frost)		
		10:30 - 11:00					Ві	eak				
	Block 2 (90 min)	11:00 - 12:30	Rochester (ELA)	UCLA (Math)	Rochester (Math)	UCLA (ELA)	Rochester (ELA)	New (Math)	Rochester (Math)	UCLA (ELA)	Rochester (Math & Sci Assessment & Evaluation)	UCLA (ELA & Hist Assessment & Evaluation)
		12:30 - 1:00					Lu	inch			· ·	
	Block 3 (90 min)	1:00- 2:30	Rochester (Math)	UCLA (ELA)	Rochester (ELA)	UCLA (Math)	Rochester (Math)	UCLA (ELA)	Rochester (ELA)	UCLA (Math)		
	Block 4 (60 min)	2:30 - 3:30	Rochester Science	UCLA Hist		UCLA Science	Rochester Science	UCLA Hist		UCLA Science		
		3:30 - 4:30	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring		
		4:30 - 5:00	Home Work Ti	me - Please con	nplete your dail	y assignments	and turn in you	r work on Scho	oology			
	Plack 2 (00 min)		•									

Block 2 (90 min) ELA/Math Block 3 (90 min)
ELA/Math
Block 1 & 2 (90 min) ELA/Math
90 min Friday
M-F
450 min

180 min M-Th

		7th Grade P.E, WL & VA	PA Schedules								
				Mor	nday	Tue	sday	Wedn	esday	Thur	sday
>	ө ө ×	Harvard/Yale ´	9:00 - 10:30	P.E. (Mike)	P.E. (Tina)	(Hammer)	Art (Frost)	Language	Language	P.E. (Mike)	P.E. (Tina)
≥	Ф Ф 	Harvard/Yale	9:00 - 10:30	P.E. (Mike)	P.E. (Tina)	(Hammer)	Art (Frost)	Language	Language	(Hammer)	Art (Frost)
≥	⊕ ⊕ ∠	Harvard/Yale	9:00 - 10:30	P.E. (Mike)	P.E. (Tina)	(Hammer)	Art (Frost)	Language	Language	Language	Language
>	Ф Ф 	Columbia/Brown	9:00 - 10:30	(Hammer)	Art (Frost)	Language	Language	P.E. (Mike)	P.E. (Tina)	(Hammer)	Art (Frost)
≥	Ф Ф 	Columbia/Brown	9:00 - 10:30	(Hammer)	Art (Frost)	Language	Language	P.E. (Mike)	P.E. (Tina)	Language	Language
≥	Ф Ф 	Columbia/Brown	9:00 - 10:30	(Hammer)	Art (Frost)	Language	Language	P.E. (Mike)	P.E. (Tina)	P.E. (Mike)	P.E. (Tina)
≥	⊕ ⊕ ∠	Rochester/New	9:00 - 10:30	Language	Language	P.E. (Mike)	P.E. (Tina)	(Hammer)	Art (Frost)	Language	Language
≥	0 0 7	Rochester/New	9:00 - 10:30	Language	Language	P.E. (Mike)	P.E. (Tina)	(Hammer)	Art (Frost)	P.E. (Mike)	P.E. (Tina)
>	Ф Ф х	Rochester/New	9:00 - 10:30	Language	Language	P.E. (Mike)	P.E. (Tina)	(Hammer)	Art (Frost)	(Hammer)	Art (Frost)

					SetonHall & J	ohnHopkins (M	s. Ko & Ms. Nov	ato)				
			Mon	ıday	Tue	sday	Wedn	esday	Thu	ırsday	Frie	day
	Block 1 (90 min)	9:00 - 10:30	SH (ELA)	JH (Math)	SH (Math)	JH (ELA)	SH (ELA)	JH (Math)	SH (Math)	JH (ELA)	SH(ELA & Hist Assessment & Evaluation)	JH (Math & Sci Assessment & Evaluation)
	10:30 -	11:00						Break				
	Block 2 (90 min)	11:00 - 12:30	SH (Math)	JH (ELA)	SH (ELA)	JH (Math)	SH (Math)	JH (ELA)	SH (ELA)	JH (Math)	SH (Math & Sci Assessment & Evaluation)	JH (ELA & Hist Assessment & Evaluation)
	Block 3 (60 min)	12:30- 1:30	SH Science	JH History	SH History	JH Science	SH Science	JH History	SH History	JH Science		
		1:30 - 2:00					Lunch					
Week	Block 4 (90 min)SH/JH	2:00 - 3:30	P.E. (Mike)	P.E. (Tina)	Music (Hammer)	Graphic Design (Frost)	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina)		
Week 2	Block 4 (90 min)SH/JH	2:00 - 3:30	P.E. (Mike)	P.E. (Tina)	Music (Hammer)	Graphic Design (Frost)	World Language (Mandarin)	World Language (Spanish)	Music (Hammer)	Graphic Design (Frost)		
Week 3	Block 4 (90 min)SH/JH	2:00 - 3:30	P.E. (Mike)	P.E. (Tina)	Music (Hammer)	Graphic Design (Frost)	World Language (Mandarin)	World Language (Spanish)	World Language (Mandarin)	World Language (Spanish)		

Block 1 (90 min)
ELA/Math
Block 2 (90 min)
ELA/Math
Block 1 & 2 (90 min) ELA/Math
90 min Friday
M-F
450 min

					Michigan &	Princeton (Ms. ?	& Ms Solis)					
			Moi	nday	Tues		•	nesday	Thur	sday	Fri	day
	Block 1 (90 min)	9:00 - 10:30	Michigan (ELA)	Princeton (Math)	Michigan (Math)	Princeton (ELA)	Michigan (ELA)	Princeton (Math)	Michigan (Math)	Princeton (ELA)	Michigan (ELA & Hist Assessment & Evaluation)	Princeton (Math & Sci Assessment & Evaluation)
	10:30 -	11:00	Break			Break	Break		Break		Break	
	Block 2 (90 min)	11:00 - 12:30	Michigan (Math)	Princeton (ELA)	Michigan (ELA)	Princeton (Math)	Michigan (Math)	Princeton (ELA)	Michigan (ELA)	Princeton (Math)	Michigan (Math & Sci Assessment & Evaluation)	Princeton (ELA & Hist Assessment & Evaluation)
	Block 3 (60 min)	12:30- 1:30	Michigan Science	Princeton History	Michigan History	Princeton Science	Michigan Science	Princeton History	Michigan History	Princeton Science		
		1:30 - 2:00	Lunch			_	Lunch					
Week 1	Block 4 (90 min) Mich/Prin	2:00 - 3:30	Music (Hammer)	Graphic Design (Frost)	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina)	Music (Hammer)	Graphic Design (Frost)		
Week 2	Block 4 (90 min) Mich/Prin	2:00 - 3:30	Music (Hammer)	Graphic Design (Frost)	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina)	World Language (Mandarin)	World Language (Spanish)		
Week 3	Block 4 (90 min) Mich/Prin	2:00 - 3:30	Music (Hammer)	Graphic Design (Frost)	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina)	P.E. (Mike)	P.E. (Tina)		

Block 1 (90 min)
ELA/Math
Block 2 (90 min)
ELA/Math
Block 1 & 2 (90 min) ELA/Math
M-F

180 min M-Th

180 min M-Th

90 min Friday 450 min

				G	ieorae Town & H	oward (Ms. Read	ve & Mr. Acero)					
			Мо	nday		sday	•	esday	Thui	rsday	Fri	day
	Block 1 (90 min)	9:00 - 10:30	GeorgeT (ELA)	Howard (Math)	George T (Math)	Howard (ELA)	GeorgeT (ELA)	Howard (Math)	George T (Math)	Howard (ELA)	George T (ELA & Hist Assessment & Evaluation)	Howard (Math & Sci Assessment & Evaluation)
	10:30 -	11:00					Bro	eak				
	Block 2 (90 min) 11:00 - 12:30		George T (Math)	Howard (ELA)	GeorgeT (ELA)	Howard (Math)	George T (Math)	Howard (ELA)	GeorgeT (ELA)	Howard (Math)	NYU (Math & Sci Assessment & Evaluation)	UCSB (ELA & Hist Assessment & Evaluation)
	Block 3 (60 min)	12:30- 1:30	George T Science	Princeton History	GeorgeT History	Howard Science	George T Science	Princeton History	GeorgeT History	Howard Science		
	1:30 -	2:00					Lui	nch				
Week	Block 4 (90 min) GT/Howard	2:00 - 3:30	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina)	Music (Hammer)	Graphic Design (Frost)	World Language (Mandarin)	World Language (Spanish)		
Week 2	Block 4 (90 min) GT/Howard	2:00 - 3:30	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina)	Music (Hammer)	Graphic Design (Frost)	P.E. (Mike)	P.E. (Tina)		
Week 3	Block 4 (90 min) GT/Howard	2:00 - 3:30	World Language (Mandarin)	World Language (Spanish)	P.E. (Mike)	P.E. (Tina)	Music (Hammer)	Graphic Design (Frost)	Music (Hammer)	Graphic Design (Frost)		

Block 1 (90 min)
ELA/Math
Block 2 (90 min)
ELA/Math
Block 1 & 2 (90
min) ELA/Math
90 min Friday
M-F
450 min

				8th	Grade P.E, WL	& VAPA Schedule	es			
			Мо	nday	Tue	sday	Wedi	nesday	Thu	rsday
Meek	810CK 4 (90 816Ck 4 (96 mis) & Krar (96'n	2:00 - 3:30 2:00 - 3:30 2:00 - 3:30	P.E. (Mike) Women Language	P.E. (Tina) Graphic Design World	P.E. (Mike)	√Vonta P.E. (Tina)	P.E. (Mike)	P.E. (Tina) Graphic Design	P.E. (Mike) wusic /=/womar\	P.E. (Tina) Grapnic Design Wond'
Meeks	віоск 4 (90 8166%4'(96 mis1)&K'24'(96in mis1)	2:00 - 3:30 2:00 - 3:30 2:00 - 3:30	P.E. (Mike) IVIUSIC ("Wome")	P.E. (Tina) Graphic Design World	P.E. (Mike)	Graphic Design √⊽ront Longuage P.E. (Tina)	P.E. (Mike)	P.E. (Tina) Graphic Design (Erect)	/Uwomar\ Longuage P.E. (Mike)	Vivonti Language P.E. (Tina)
Meek3	вюск 4 (90 Biöck 4 (96 mis) okk 4 (96°° mis)	2:00 - 3:30 2:00 - 3:30 2:00 - 3:30	P.E. (Mike) Wongr) Language	P.E. (Tina) Graphic Design World	Language P.E. (Mike)	Graphic Design ⟨₩onta⟩ P.E. (Tina)	P.E. (Mike)	P.E. (Tina) Graphic Design	P.E. (Mike)	P.E. (Tina) Graphic Design

Appendix xxix: High Performing Tier Evidence

34673146112254 6112254 HS	LF	Elk Grove Charter	Elk Grove Unified	Sacramento	High Schools (Public)	Middle Performing	N/A
10625396112387 6112387 UD	LF	West Park Charter Academy	West Park Elementary	Fresno	K-12 Schools (Public)	Low Performing	Criterion 2
19647336112536 6112536 ES	DF	Accelerated	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	Middle Performing	N/A
33751926112551 6112551 ES	DF	Temecula Valley Charter	Temecula Valley Unified	Riverside	Elementary Schools (Public)	High Performing	Criterion 2
38684786112601 6112601 ES	DF	Creative Arts Charter	San Francisco Unified	San Francisco	Elementary Schools (Public)	High Performing	Criterion 2
50711006112627 6112627 ES	LF	Hickman Charter	Hickman Community Charter	Stanislaus	Elementary Schools (Public)	High Performing	Criterion
34765056112643 6112643 MS	LF	Westside Preparatory Charter	Twin Rivers Unified	Sacramento	Intermediate/Middle Schools (Public)	Middle Performing	N/A
50710926112965 6112965 UD	LF	Hart-Ransom Academic Charter	Hart-Ransom Union Elementary	Stanislaus	K-12 Schools (Public)	Middle Performing	N/A
04615316112999 6112999 MS	DF	Paradise Charter Middle	Paradise Unified	Butte	Intermediate/Middle Schools (Public)	Middle Performing	N/A
49709386113039 6113039 ES	DF	Sebastopol Independent Charter	Sebastopol Union Elementary	Sonoma	Elementary Schools (Public)	Middle Performing	N/A
16639586113120 6113120 ES	LF	Mid Valley Alternative Charter	Kit Carson Union Elementary	Kings	Elementary Schools (Public)	Middle Performing	N/A
37683386113211 6113211 ES	DF	McGill School of Success	San Diego Unified	San Diego	Elementary Schools (Public)	Middle Performing	N/A
21654176113229 6113229 ES	DF	Novato Charter	Novato Unified	Marin	Elementary Schools (Public)	Middle Performing	N/A
50711346113286 6113286 UD	LF	Keyes to Learning Charter	Keyes Union	Stanislaus	K-12 Schools (Public)	High Performing	Criterion
28662666113302 6113302 MS	LF	River Charter	Napa Valley Unified	Napa	Intermediate/Middle Schools (Public)	Middle Performing	N/A
37768516113468 6113468 ES	LF	Vivian Banks Charter	Bonsall Unified	San Diego	Elementary Schools (Public)	Middle Performing	N/A
49708706113492 6113492 MS	DF	Piner-Olivet Charter	Piner-Olivet Union Elementary	Sonoma	Intermediate/Middle Schools (Public)	Middle Performing	N/A
04615316113765 6113765 ES	DF	Children's Community Charter	Paradise Unified	Butte	Elementary Schools (Public)	Middle Performing	N/A
04614246113773 6113773 ES	DF	Chico Country Day	Chico Unified	Butte	Elementary Schools (Public)	High Performing	Criterion
01612596113807 6113807 MS	DF	American Indian Public Charter	Oakland Unified	Alameda	Junior High Schools (Public)	High Performing	Criterion
33672496114748 6114748 UD	DF	San Jacinto Valley Academy	San Jacinto Unified	Riverside	K-12 Schools (Public)	High Performing	Criterion
49708476114755 6114755 ES	LF	Sonoma Mountain Elementary	Old Adobe Union	Sonoma	Elementary Schools (Public)	High Performing	Criterion
10622406114805 6114805 ES	LF	Central Valley Home	Kingsburg Elementary Charter	Fresno	Elementary Schools (Public)	Middle Performing	N/A
19647336114912 6114912 ES	DF	Watts Learning Center	Los Angeles Unified	Los Angeles	Elementary Schools (Public)	Middle Performing	N/A
37683386115570 6115570 ES	DF	Museum	San Diego Unified	San Diego	Elementary Schools (Public)	Middle Performing	N/A
07616486115703 6115703 ES	DF	Antioch Charter Academy	Antioch Unified	Contra Costa	Elementary Schools (Public)	Middle Performing	N/A
37680236115778 6115778 UD	DF	Chula Vista Learning Community Charter	Chula Vista Elementary	San Diego	K-12 Schools (Public)	Middle Performing	N/A
58727286115935 6115935 UD	DF	CORE Charter	Camptonville Elementary	Yuba	K-12 Schools (Public)	Middle Performing	N/A
48705816116255 6116255 MS	DF	Mare Island Technology Academy	Vallejo City Unified	Solano	Intermediate/Middle Schools (Public)	Middle Performing	N/A
12628286116289 6116289 MS	LF	Freshwater Charter Middle	Freshwater Elementary	Humboldt	Intermediate/Middle Schools (Public)	Middle Performing	N/A



Summary of AB 1505 Changes to Charter Law and OUSD Next Steps



Presented by OUSD Office of Charter Schools

June 2020











Agenda



AB 1505 updated charter law and included many substantial changes, most of which go into effect on July 1, 2020. This deck summarizes the relevant changes to OUSD in the following areas:

- 1. Petition Review Criteria
- Petition Review Timeline and Process
- 3. Renewal Petition Criteria
- 4. Appeal Process
- 5. Charter School Location (Operating Outside Authorizer Boundaries)
- 6. Teacher Credentialing
- 7. Technical Assistance











1. Petition Review Criteria

All Petitions (New Petitions, Renewals, Material Revisions)

- <u>ADDED</u>: Board should consider if charter is consistent with the interests of the community in which the school is proposing to locate. (Note: Cannot be used as a finding to deny a renewal petition, but may factor into denial of a renewal petition that is based on a related denial finding.)
- <u>ADDED</u>: In addition to describing how the school will achieve ethnic/racial balance (which was previously a required element), petition must now also describe how to achieve balance of English Learners and special education students.

OUSD Notes: Need work to define parameters for how to measure and evaluate the above.









1. Petition Review Criteria

New Petitions and Material Revisions Proposing Expansion - Two New Potential Reasons for Denial

1. ADDED: Charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

To deny based on this finding, the District must provide a written analysis including:

- a. How proposed school would undermine existing services or offerings
- b. Whether proposed program is duplicative of nearby existing program that has capacity to serve additional students
- **ADDED:** District is not positioned to absorb fiscal impact of the proposed school. The District may only use this finding to deny a school if at least one of the following is true. (However, even if true, the District may still choose to approve the petition.)
 - a. Qualified interim certification AND county superintendent with FCMAT certify that granting charter would lead to negative interim certification, or
 - b. Negative interim certification, or
 - c. District under state receivership











2. Petition Review Timeline and Process

CHANGED:

- Submission procedures. Petition review timeline starts on the date the petition is submitted to the District office. Petitions cannot be required to be submitted via public comment.
- **Review timelines.** Deadlines for the initial public hearing and decision meeting have both been extended by 30 days, to 60 and 90 days from the petition submission date, respectively. Decision can still be extended another 30 days by mutual agreement, or done earlier.
- **Decision meetings.** Decision meeting must now be a <u>public hearing</u> and petitioners must be given equivalent time as district staff to present evidence and testimony to respond to staff recommendations.
- **Staff recommendations.** Staff recommendations must now be published at least 15 days before decision public hearing.
- Material revisions. Proposed material revisions to the charter petition at the time of renewal must be submitted separately from the renewal petition (but may be submitted concurrently).
- **Nonclassroom-based charters.** Moratorium on new nonclassroom-based charter schools until January 1, 2022.

OUSD Notes: Charter office staff and Board staff collaborating to implement procedural changes.











3. Renewal Petition Criteria

<u>ADDED:</u> New 3-tier system based on state dashboard data from two years immediately preceding renewal. Default is the middle tier unless the school meets criteria specific to either the high or low tier.

High Tier (5-7 year renewal)

- Green or Blue schoolwide on all indicators, OR
- <u>Schoolwide</u> academic indicators are <u>same or higher</u> than state average, and academic indicators for certain underperforming <u>student groups</u> are <u>higher</u> than state average for that student group.
- Note: Shall not deny for academic reasons.

Low Tier (denial or 2 year renewal)

- Red or Orange schoolwide on all indicators, OR
- <u>Schoolwide</u> academic indicators are <u>same or lower</u> than state average, and academic indicators for certain underperforming <u>student groups are lower</u> than state average for that student group.
- Note: May only renew if specific findings are made addressing causes of low performance and evidence of achievement.











3. Renewal Petition Criteria

Middle Tier (5 year renewal or denial)

May be approved or denied based on additional analysis.

If the District Board chooses to deny, it must adopt all of the following findings:

- The charter school has failed to make sufficient progress toward meeting standards for students,
- Closure is in the best interest of students, and
- The decision provided greater weight to academic performance

OUSD Notes: Currently, most charter schools in Oakland would fall into the Middle Tier.











3. Renewal Petition Criteria

Other Denial Criteria

<u>CHANGED</u>: Any renewal petition may be denied for either of the reasons below, regardless of tier.

Denial on these criteria may only be used after school has been given 30 days to provide a corrective action plan and plan is deemed unsuccessful or unviable.

- 1. Substantial fiscal or governance concerns, OR
- 2. The school is not serving all students who wish to attend
 - Requires review of State-provided enrollment data and substantiated complaints that school has not complied with its suspension/expulsion procedures.











4. Appeal Process

<u>CHANGED:</u> County denials may only be overturned by the state (SBE) if SBE finds that the district and/or county abused its discretion in denying the petition.

- <u>ADDED</u>: SBE appeals require district to prepare records of the decision hearing.
- <u>CHANGED</u>: SBE will no longer authorize charter schools after phase-out period.

<u>ADDED</u>: If an appeal petition includes material changes from previously submitted petition, petition will be remanded to district for reconsideration and a decision within 30 days.

OUSD Notes: There is still some discussion around what constitutes a "documentary record of the decision hearing".

If SBE finds that a district and/or county abused its discretion, SBE would then designate either the district or county to authorize the charter school.











5. Charter School Location

<u>CHANGED:</u> Charter schools operating outside of authorizer's boundaries may continue to do so until time of renewal. However, to continue operating at the same site after renewal, charter school must get approval from the school district where the school is operating or submit its renewal request to that district.

OUSD Notes: There is one charter school in Oakland that currently meets this criteria: Alternatives in Action, authorized by Alameda Unified. That school is up for renewal in Fall 2020. Our current understanding is that the school is planning to submit a charter petition to Alameda County to try to receive a Countywide benefit charter.











6. Teacher Credentials

<u>CHANGED:</u> Current charter school teachers have until July 1, 2025 to obtain appropriate credentials. All new teachers hired after 2019-20 school year must hold appropriate credentials.

 Previously, charter school teachers of non-core/non-college preparatory courses were not required to be credentialed. Charter school teachers of core/college preparatory courses were required to be credentialed.

OUSD Notes: OUSD's Office of Charter Schools will continue to monitor the credentialing status of charter teachers. The State has rolled out a new system to streamline this process that is already underway.









7. Technical Assistance

<u>CHANGED:</u> Technical assistance will be provided by the school district to qualifying charter schools until June 30, 2022; after that time, the county will provide technical assistance to qualifying charter schools.

OUSD Notes: Until June 2022, Alameda County will be leading the technical assistance work for qualifying charters with support from OUSD. For the 2020-21 school year, Oakland Military Institute was the only OUSD-authorized charter school identified for technical assistance.











Next Steps and Timeline

- Compile summary of AB 1505 and develop implementation plans
- Seek additional clarification from legal and CDE regarding unclear parts of AB 1505
- Determine process for checking new teacher credentialing requirements

- Hold charter renewal orientation with schools going through the renewal process in 2020-21
- Update the following:
 - Charter renewal staff report template
 - Charter School Board Policy
 - Charter School Administrative Regulations
 - New petition handbook

Feb-Apr

May-Jun

July-Aug

Sep-Jan

- Present AB 1505 update to the Board
- Share AB 1505 update with charter schools
- Gather feedback from Legal, CDE, other authorizers, CCSA, and local charter schools on implementation
- Update the following:
 - Petition review procedures
 - Charter renewal handbook
 - Material revision guidelines

- Conduct renewal process according to AB 1505 timelines and requirements
- Hold initial and decision public hearings for charter schools requesting renewal











Appendix xxx: Math Placement Policy



AIMS College Prep Middle School Mathematics Placement Policy

In response to <u>Senate Bill No. 359</u>, AIMS College Prep Middle School has developed "a fair, objective, and transparent mathematics placement policy" for pupils entering 7th Grade and 9th Grade beginning with the 2016-17 school year.

At AIMS College Prep Middle School, it is our intent for all AIMS students to matriculate into high school fully prepared to take Geometry and beyond.

For these reasons, as matter of equity, AIMS College Prep Middle School does not offer placement criteria for students to become enrolled in their math classes.

Instead, as part of the AIMS Model, AIMS will utilize make every effort to accelerate advanced students, while simultaneously providing critical interventions and supports to students with significant gaps in their historic math performance. To this end, AIMS believes that it is critical for 100% of its students to achieve academic mastery of their designated grade levels, in order to compete and thrive in a 21st century economy.

Grade Level	Curriculum	Standards Covered	Placement Criteria
6th Grade	6th Grade Math	6th Grade California Common Core Standards	None
7th Grade	7th Grade Accelerated Math	7th Grade and 8th Grade California Common Core Standards	None
8th Grade	Algebra I (9th Grade Math)	Algebra 1 and 8th Grade California Common Core Standards	None

How AIMS College Prep Middle School Determines a Student's Grade Level Mastery

At AIMS College Prep Middle School, we believe that students must have mastered prerequisite math concepts prior to their exposure to new and more challenging ones. For these reasons, upon enrollment into AIMS College Prep Middle School, AIMS will determine a student's mastery of math based upon the following criteria:

- 1. A review of student historical transcripts and recent report cards
- A review of recent California Assessment of Student Performance and Progress (CAASPP) and state scores and recent Math performance
- ALEKS diagnostic assessment at their current grade level (upon entering school)

After reviewing the aforementioned criteria, AIMS will determine if a student is Below, At, or Above grade level, be placed in their math homeroom classes, and receive online ALEKS supplemental tutoring and support accounts. ALEKS diagnostic assessment scores will determine a student's performance level.

ALEKS Diagnostic Scores	Performance Level
0 - 20%	Two Grade Levels Below
21-40%	One Grade Level Below
41% and Above	Grade Level
100%	Above Grade Level

ALEKS Supports and Performance Levels

Based upon the results of the ALEKS Diagnostic Assessments, students will be placed in intervention, grade level, or advanced online ALEKS support curriculum:

ALEKS Supports and Performance Levels				
Current Grade	Performance	ALEKS Levels	Duration of ALEKS Intervention	
	Below Grade Level	Below 6th Grade Intervention ALEKS	Student will become reclassified into 6th grade ALEKS, upon achieving 100% mastery of 5th Grade ALEKS	
6th Grade	At Grade Level	6th Grade ALEKS	Until student achieves 100% mastery of 6th Grade ALEKS	
	Above Grade Level	7th Grade ALEKS and Above	Student will continue to work at Algebra I ALEKS until they achieve 100% mastery. Afterwards, students can be placed in 7th grade, 8th grade, or any higher level of ALEKS.	
	Below	Below 7th Grade Intervention ALEKS	Student will become reclassified into 7th grade ALEKS, upon achieving 100% mastery of 6th Grade ALEKS	
	At Grade Level	7th Grade ALEKS	Until student achieves 100% mastery of 7th Grade ALEKS	
7thh Grade	Above Grade Level	8th Grade ALEKS and Above	Student will continue to work at 8th grade ALEKS until they achieve 100% mastery. Afterwards, students can be placed in Pre-Algebra or Algebra I, or any higher level math of ALEKS.	
	Below	Below Algebra I Intervention ALEKS	Student will become reclassified into Algebra I ALEKS, upon achieving 100% mastery of 8th Grade ALEKS	
8th Grade /	At Grade Level	Algebra I ALEKS	Until student achieves 100% mastery of Algebra I ALEKS	
(Algebra 1)	Above Grade Level	8th Grade ALEKS and Above	Student will continue to work at Algebra I ALEKS until they achieve 100% mastery. Afterwards, students can be placed in Geometry, Algebra II, or any higher level math of ALEKS.	

Appendix xxxi: Health & Safety Procedures

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

HEALTH AND SAFETY REQUIREMENTS

Procedures for Background Checks

The Charter School will comply with all applicable state and federal laws regarding the background checks and clearance and all State and Federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice and the Federal Bureau of Investigation for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Human Resources Department shall monitor compliance with this policy and report to the AIMS K-12 Superintendent on a regular basis.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws and submit proof of fulfillment of the annual training requirements, as required by the California Child Abuse and Neglect Reporting Act ("CANRA") and Education Code Section 44691regarding mandated reporting requirements for school personnel.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students and at least once every four (4) years thereafter as required by Education Code Section 49406.

Immunizations

All enrolled students and employees are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served.

Blood-Borne Pathogens

The Charter School will meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Charter School Board has established a written Exposure Control Plan designed to protect employees and students from

possible infection due to contact with blood-borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). A draft of this policy is included. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free / Smoke Free Environment

The Charter School maintains a drug and alcohol and smoke free environment.

Food Service and Other Auxiliary Services Safety: The Charter School will contract with an outside agency for its food service needs. The Charter School will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement. The Charter School will ensure that its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The charter school has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

Suicide Prevention Policy

The Charter School has adopted a policy on pupil suicide prevention that meets the requirements of Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Emergency Preparedness

The Charter School has adopted an extensive Emergency Preparedness Handbook, that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes teachers, administrators, counselors, and parents. The Emergency Preparedness Handbook describes procedures for most conceivable. The Charter School requires that instructional and administrative staff receive training in emergency and first aid response, including appropriate "first responder" training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 9-12, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

FACILITY SAFETY

The Charter School complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. If OUSD facilities are used during the term of this charter, the Charter School shall abide by all OUSD policies relating to Maintenance and Operations Services.

Asbestos Management: The Charter School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Certificate of Occupancy Assurance: The Charter School assures that a site will be secured with an appropriate Certificate of Occupancy 45 days prior to the opening of school, or as otherwise agreed upon by the District and Charter School.

Emergency Preparedness: The Charter School adheres to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal prior to school opening. This handbook will include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, gang activity, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis

for updating the handbook for the Charter School. All Charter School staff will be trained on emergency preparedness procedures. All instructional staff and Charter School leadership will be CPR and first aid certified.

Fire, Earthquake, and Evacuation Drills:

Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually. As noted above, the school will develop a school safety plan which will be kept on file for review. School staff will be trained annually on the safety procedures outlined in the plan.

Fire Safety: The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

School Safety Plan: The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

Appendix xxxii: Tax Exempt Documents



CINCINNATI OH 45999-0038

In reply refer to: 0248367569 May 09, 2016 LTR 4168C 0 94-3309981 000000 00

00018275

BODC: TE

AMERICAN INDIAN MODEL SCHOOLS 171 12TH ST OAKLAND CA 94607



061294

Employer ID Number: 94-3309981

Form 990 required: YES

Dear Taxpayer:

This is in response to your request dated Apr. 28, 2016, regarding your tax-exempt status.

We issued you a determination letter in March 1999, 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 Sections 509(a)(1) and 170(b)(1)(A)(ii).

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).



In reply refer to: 0248162350 Mar. 30, 2016 LTR 4168C 0 94-3309981 000000 00 00023803

BODC: TE

AMERICAN INDIAN MODEL SCHOOLS 171 12TH ST OAKLAND CA 94607



040366

Employer ID Number: 94-3309981

Form 990 required: Yes

Dear Taxpayer:

This is in response to your request dated Mar. 21, 2016, regarding your tax-exempt status.

We issued you a determination letter in March 1999, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c) (03).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections Sections 509(a)(1) and 170(b)(1)(A)(ii).

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).

03/11/2016 5:58:49 PM -0500 IRS



Department of the Treasury Internal Revenue Service Ogden, UT 84201

In reply refer to: Mar 11, 2016 94-3309981

0457698025 LTR 147C

AMERICAN INDIAN MODEL SCHOOLS 171 12TH ST OAKLAND CA 94607

Taxpayer Identification Number: 94-3309981

Form(s):

Dear Taxpayer:

Thank you for your telephone inquiry of February 17th, 2016.

Your Employer Identification Number (EIN) is 94-3309981. Please keep this letter in your permanent records. Enter your name and your EIN on all business federal tax forms and on related correspondence.

If you have any questions regarding this letter, please call our Customer Service Department at 1-800-829-0115 between the hours of 7:00 AM and 7:00 PM. If you prefer, you may write to us at the address shown at the top of the first page of this letter. When you write, please include a telephone number where you may be reached and the best time to call.

Sincerely,

Ms. Thomas 1002962518 Customer Service Representative



In reply refer to 755:G :MEJ

July 28, 2011

AMERICAN INDIAN MODEL SCHOOLS 3637 MAGEE AVE OAKLAND CA 94619-1427

Purpose : SCHOOL Code Section : 23701d Form of Organization : Corporation Accounting Period Ending: June 30 Organization Number

EXEMPT DETERMINATION LETTER

This letter confirms the organization's previous tax-exempt status from California franchise or income tax as stated in the above Revenue and Taxation Code (R&TC) section. In confirming the organization's tax-exempt status, we made no examination of the organization's current activities. You must immediately report to us any changes in the organization's operation, character, or purpose since the original tax-exempt status.

The tax-exempt status is effective as of 05/10/1996.

: 1968441

To retain tax-exempt status, the organization must be organized and operating for nonprofit purposes within the provisions of the above R&TC section. An inactive organization is not entitled to tax-exempt status.

For filing requirements, get Pub. 1068, Exempt Organizations - Filing Requirements and Filing Fees. Go to ftb.ca.gov and search for 1068.

EXEMPT UNIT EXEMPT ORGANIZATIONS BUSINESS ENTITIES SECTION TELEPHONE 916.845.4171

RTF:

Appendix xxxiii: Articles of Incorporation

1968441

FILED
In the chies of the Secretary of State
of the State of California

MAY 1 0 1996 ---

BILL JONES, Secretary of State

ARTICLES OF INCORPORATION OF

AMERICAN INDIAN PUBLIC CHARTER SCHOOL, INC. A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is American Indian Public Charter School, Inc.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable and Public purposes. This corporation is organized exclusively for charitable and Public purposes within the meaning 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provision of any future United Sates internal revenue law. The specific purposes for which this corporation is organized are to meet the academic, social, cultural and developmental needs of American Indian students, and all students, in an environment that respects the integrity of the individual student and diverse cultures and knowledge and which creates educational partnerships among teachers, students, parents, and the wider community consisting of individuals, businesses, institutions, and cultural organizations.

THREE: The name and address in the state of California of this corporation's initial agent for service of process is Ramona Wilson, 4012 Norton Avenue, Oakland, CA. 94602.

- FOUR: (a) This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.
- (b) Notwithstanding any other provisions of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible

under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

Name

Address

Ramona Wilson,	4012 Norton Avenue, Oakland, CA. 94602
Duane BigEagle,	P.O. Box 337, Tomales, CA. 94971
Bridget Wilson,	469 Jennifer Drive, San Pablo, CA. 94806
Millie Ketcheshawno,	850 Mendocino Avenue, Berkeley, CA. 94707
	116 Latham Street, Piedmont, CA. 94611

SIX: The property of this corporation is irrevocably dedicated to the purposes set forth in Article Two above, and no part of the net income or assets of the organization shall ever inure to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable or educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: 4-28-96

Ramóna Wilson, Director

Duane BigEagle, Director

Rusdon L William 1
Bridget Wilson, Director
Willie Kettekeskeurs
Millie Ketcheshawno, Director
Richard Osborne, Director
We the above mentioned initial directors of this corporation, hereby declare that we are the persons who executed the forgoing Articles of Incorporation, which execution is our act and deed.
Ramona Wilson, Director
Camoria WIISON, DITECTOI
Drane Bigliogle
Duane BigEagle, Øirector
Budet Wilson, Director

Millie Ketcheshawno, Director

Richard Osborne, Director

4CXD

1968441

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

in the office of the Secretary of State
of the State of California

The undersigned certify that:

JAN 1 1 2011

- 1. They are the president and the secretary, respectively for American Indian Public Charter School, Inc.
- 2. Paragraph one of the Articles of Incorporation of this corporation is amended as follows:

The name of the corporation is American Indian Model Schools

- 3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
- 4. The foregoing amendment of Articles of Incorporation has been duly approved by the required vote of the members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: //////

Nate Robles, President

Gordan S. Achter

Jordan Locklear, Secretary

1/20th 12.011

Appendix xxxiv: Conflict of Interest Code

AMERICAN INDIAN MODEL SCHOOLS CONFLICT OF INTEREST CODE

I. ADOPTION.

In compliance with the Political Reform Act of 1974 (the "Act"), California Government Code section 87100 *et seq.*, and Government Code section 1090, American Indian Model Schools ("Schools") hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all members of the Schools' Board of Directors ("Board") and all other designated employees of the Schools, as specifically required by Government Code section 87300.

II. DEFINITION OF TERMS.

As applicable to a California public charter school, the definitions contained in the Act, regulations of the Fair Political Practices Commission (specifically California Code of Regulations, Title 2, section 18730), and any amendments or modifications to the Act or regulations are incorporated by reference into this Code.

III. DESIGNATED EMPLOYEES.

The persons holding the positions listed in Appendix A are designated employees. It has been determined that these persons make or participate in the making of decisions which may foreseeably have a material effect on the economic interests of such persons.

IV. STATEMENTS OF ECONOMIC INTERESTS: MEANS OF FILING.

The Board shall instruct all designated employees to file a Form 700 Statement of Economic Interests ("Statement"), to be supplied by the Schools, with the Schools' filing officer as described below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the designated employee's position is assigned in Appendix A.

V. STATEMENTS OF ECONOMIC INTERESTS: TIME OF FILING.

- (A) <u>Initial Statements</u>. All designated employees employed by the Schools on the effective date of this Code, as originally adopted, promulgated and approved by the Board, shall file Statements within 30 days after the effective date of this Code. Thereafter, each person already in a position when it is designated by an amendment to this Code shall file an Initial Statement within 30 days after the effective date of the amendment.
- (B) <u>Assuming Office Statements</u>. All persons assuming the position of a designated employee after the effective date of this Code shall file Statements within 30 days after assuming such position.
- (C) <u>Annual Statements</u>. All designated employees shall file Statements no later than April 1.
- (D) <u>Leaving Office Statements</u>. All persons who leave the position of a designated employee

shall file Statements within 30 days after leaving office.

VI. STATEMENTS OF PERSONS WHO RESIGN PRIOR TO ASSUMING OFFICE.

Any person who resigns within 12 months of initial appointment, or within 30 days of the date of notice provided by the filing officer to file an Assuming Office Statement, is not deemed to have assumed office or left office, provided he or she did not make or participate in the making of, or use his or her position to influence, any decision and did not receive or become entitled to receive any form of payment as a result of his or her appointment. Such persons shall not file either an Assuming Office Statement or Leaving Office Statement.

Any person who resigns a position within 30 days of the date of notice from the filing officer shall do both of the following:

- (A) File a written resignation with the appointing power; and
- (B) File a written statement with the filing officer declaring under penalty of perjury that during the period between appointment and resignation he or she did not make, participate in the making of, or use the position to influence, any decision of the agency or receive, or become entitled to receive, any form of payment by virtue of being appointed to the position.

VII. CONTENTS OF AND PERIOD COVERED BY STATEMENTS OF ECONOMIC INTERESTS.

- (A) <u>Contents of Initial Statements</u>. Initial statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code, and income received during the 12 months prior to the effective date of the Code.
- (B) <u>Contents of Assuming Office Statements</u>. Assuming Office Statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office, and income received during the 12 months prior to the date of assuming office.
- (C) <u>Contents of Annual Statements</u>. Annual statements shall disclose any reportable investments, interests in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first Annual Statement shall begin on the effective date of the Code or the date of assuming office, whichever is later.
- (D) <u>Contents of Leaving Office Statements</u>. Leaving Office Statements shall disclose reportable investments, interests in real property, income and business positions held or received during the period between the closing date of the last Statement filed and the date of leaving office.

VIII. MANNER OF REPORTING.

Statements shall contain the following information:

- (A) <u>Investments and Real Property Disclosure</u>. When an investment or an interest in real property¹ is required to be reported,² the Statement shall contain:
 - (1) A statement of the nature of the investment or interest;
 - (2) The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;
 - (3) The address or other precise location of the real property; and
 - (4) A statement whether the fair market value of the investment or interest in real property equals or exceeds two thousand dollars (\$2,000), exceeds ten thousand dollars (\$10,000), exceeds one hundred thousand dollars (\$100,000), or exceeds one million dollars (\$1,000,000).
- (B) <u>Personal Income Disclosure</u>. When personal income is required to be reported,³ the Statement shall contain:
 - (1) The name and address of each source of income aggregating five hundred dollars (\$500) or more in value, or fifty dollars (\$50) or more in value if the income was a gift, and a general description of the business activity, if any, of each source;
 - (2) A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars (\$1,000) or less, greater than one thousand dollars (\$1,000), greater than ten thousand dollars (\$10,000), or greater than one hundred thousand dollars (\$100,000);
 - (3) A description of the consideration, if any, for which the income was received;
 - (4) In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift; and the date on which the gift was received; and
 - (5) In the case of a loan, the annual interest rate and the security, if any, given for the loan and the term of the loan.
- (C) <u>Business Entity Income Disclosure</u>. When income of a business entity, including income of a sole proprietorship, is required to be reported,⁴ the Statement shall contain:

¹ For the purpose of disclosure only (not disqualification), an interest in real property does not include the principal residence of the filer.

² Investments and interests in real property which have a fair market value of less than \$2,000 are not investments and interests in real property within the meaning of the Act. However, investments or interests in real property of an individual include those held by the individual's spouse and dependent children, as well as a pro rata share of any investment or interest in real property of any business entity or trust in which the individual, spouse and dependent children own, in the aggregate, a direct, indirect or beneficial interest of 10 percent or greater.

³ A designated employee's income includes his or her community property interest in the income of his or her spouse but does not include salary or reimbursement for expenses received from a state, local or federal government agency.

⁴ Income of a business entity is reportable if the direct, indirect or beneficial interest of the filer and the filer's spouse in the business entity aggregates a 10 percent or greater interest. In addition, the disclosure

- (1) The name, address, and a general description of the business activity of the business entity; and
- (2) The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such person was equal to or greater than ten thousand dollars (\$10,000).
- (D) <u>Business Position Disclosure</u>. When business positions are required to be reported, a designated employee shall list the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management, a description of the business activity in which the business entity is engaged, and the designated employee's position with the business entity.
- (E) <u>Acquisition or Disposal During Reporting Period</u>. In the case of an Annual Statement or Leaving Office Statement, if an investment or an interest in real property was partially or wholly acquired or disposed of during the period covered by the Statement, the Statement shall contain the date of acquisition or disposal.

IX. DISQUALIFICATION.

No designated employee shall make, participate in making, or in any way attempt to use his or her official position to influence the making of any governmental decision which he or she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or on a member of his or her immediate family or on:

- (A) Any business entity in which the designated employee has a direct or indirect investment worth two thousand dollars (\$2,000) or more;
- (B) Any real property in which the designated employee has a direct or indirect interest worth two thousand dollars (\$2,000) or more;
- (C) Any source of income, other than gifts and other than loans by a commercial lending institution in the regular course of business on terms available to the public without regard to official status, aggregating five hundred dollars (\$500) or more in value provided to, received by or promised to the designated employee within 12 months prior to the time when the decision is made;
- (D) Any business entity in which the designated employee is a director, officer, partner, trustee, employee, or holds any position of management; or
- (E) Any donor of, or any intermediary or agent for a donor of, a gift or gifts aggregating four hundred sixty dollars (\$460) or more provided to, received by, or promised to the designated employee within 12 months prior to the time when the decision is made.

X. MANNER OF DISQUALIFICATION.

of persons who are clients or customers of a business entity is required only if the clients or customers are within one of the disclosure categories of the filer.

(A) <u>Non-Board Member Designated Employees</u>. When a non-Board member designated employee determines that he or she should not make a decision because of a disqualifying interest, he or she should submit a written disclosure of the disqualifying interest to his or her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure to the Superintendent, who shall record the employee's disqualification. In the case of a designated employee who is the head of any agency, this determination and disclosure shall be made in writing to his or her appointing authority.

(B) <u>Board Member Designated Employees.</u>

Financial Interest in a Contract. Where a Board member has a personal, material financial interest in a contract, the financial interest will be reviewed under Government Code section 1090 to determine whether the remote or non-interest exceptions apply. Should the Board determine that no applicable remote or non-interest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code section 1090 prevents the entire Board from voting on the contract; or (2) prior to the Board's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board. The resignation shall be made part of the Board's official record.

All Other Financial Interests. Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) <u>and</u> comply with any applicable provisions of the Schools' bylaws.

XI. ASSISTANCE OF THE COMMISSION AND COUNSEL.

Any designated employee who is unsure of his or her duties under this Code may request assistance from the Fair Political Practices Commission pursuant to Government Code section 83114 or from the Schools' attorney, provided that nothing in this section requires the Schools' attorney to issue any formal or informal opinion.

XII. VIOLATIONS.

This Code has the force and effect of law. Members of the Board and other designated employees violating any provision of this Code are subject to the administrative, criminal and civil sanctions provided in the Act. In addition, a decision in relation to which a violation of the disqualification provisions of this Code, the Act (including Government Code section 87100), or Government Code section 1090 has occurred may be set aside as void (see, e.g., Government Code section 91003).

CERTIFICATE OF SECRETARY

	Adrien Abuven. Secretary
interest code has not been amended or modified	d since that date.
code adopted by the Board of Directors on	, 2020; and that this conflict of
nonprofit public benefit corporation; that this co	onflict of interest code is the conflict of interest

APPENDIX A Designated Employees and Assigned Disclosure Categories

POSITION	DISCLOSURE CATEGORIES		
	(See Appendix B)		
Members of the Board of Directors	1		
Superintendent	1		
Chief Financial Officer	1		
Heads of Schools	1		
Deans	1		
Operations Director	1		
Executive Assistant to the Board of Directors	1		
Consultants*	1		

^{*}Consultants defined by California Code of Regulations, Title 2, section 18701, subdivision (a)(2) shall be included in the list of designated employees and shall disclose pursuant to the broadest disclosure category in the Code, subject to the following limitations:

The filing officer may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements described. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The filing officer's determination is a public record and shall be retained for public inspection in the same manner and location as the Code.

APPENDIX B Disclosure Categories

- 1. All interests in real property as defined in Government Code section 82033; all investments as defined in Government Code section 82034; all income, as defined in Government Code section 82030, including gifts, loans and travel payments; and business positions as set forth in California Code of Regulations, Title 2, section 18730(b)(7)(D). The applicable jurisdiction is the State of California. Applicable schedules to be completed: A-1, A-2, B, C, E, F.
- 2. Investments and business positions in business entities and income, including gifts, loans and travel payments, from sources of the type which, within the previous two calendar years, have contracted with the Schools to supply goods or services to the Schools. Applicable schedules to be completed: A-1, A-2, C, E, F.

718-7/4741289.1

Appendix xxxv: Obsolete

Appendix xxxvi: Obsolete

Appendix xxxvii: Attendance Alternatives

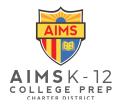
Pupil School Attendance Alternatives

DRL: "Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School except to the extent that such a right is extended by the District."

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No pupil shall be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. The parent or guardian of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local educational agency (or program of a local educational agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Appendix xxxviii: Attendance & Admission Policy



AIMS Attendance Policy

Overview All members of the AIM family should take pride in the AIM School's attendance record. Attendance rates for AIM students and staff far surpass district and state averages. AIM Schools believe that excellent student attendance and class participation help to ensure the academic needs of students.

Expectations of Parents/Guardians AIM Schools will expect parents/guardians to ensure students attend school prepared and ontime, every day. Parents/guardians and students will be encouraged to schedule medical appointments during non-school hours. Students will be expected to provide written documentation from a parent/guardian indicating the reason for absence (excused and unexcused) upon the student's return to school.

Absences

Excused Absences Excused absences will be any absences related to the following: (EC §48205)

- 1. Personal illness a doctor's note may be required for extended illness
- 2. Quarantine under the direction of a county or city health officer
- 3. Medical, dental, optometric, chiropractic appointments
- 4. Attending the funeral service of an immediate family member
- a. 1 day for services performed in CA
- b. no more than 3 days for services performed outside of CA
- 5. Jury duty as required by law (18 years of age and older)
- 6. Illness or medical appointment during school hours of a child of whom the pupil is the custodial parent
- 7. Pupils in grades 7-12 who leave school to obtain confidential medical services (EC §46010.1)
- 8. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- 9. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- 10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- 11. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.



- 12. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

(Amended by Stats. 2018, Ch. 942, Sec. 5.5. (AB 2289) Effective January 1, 2019.)

Unexcused Absence

An unexcused absence is any other absence for reasons not included in "Excused Absences".

Parents or guardians may submit written requests to the site administrator for absences to be considered excused based on justifiable personal reasons. Approval of written requests will be considered by the site administrator or director on a case- by-case basis and may or may not be approved. (EC §48205)

Make-up Work for Absent Students Where an absence or tardy is excused for any reasons stated under "*Excused Absences*," students will be able to make up work missed during the absence for full credit. The classroom teacher will determine make-up assignments and reasonable due dates for completion. (*EC* 48205) On the day(s) a student is absent, the student will be responsible for making sure all homework due is turned in and all new assignments are obtained.

Where an absence or tardy is unexcused, students will not be allowed to make up missed work for credit.

Summer Programs Summer programs are integral components to the American Indian Model and high student academic achievement. All students are required to attend summer school. The site administrator will determine and communicate attendance mandates to students and parents/guardians for other summer programs including but not limited to the Stanford Academic Institute of Learning (SAIL), Johns Hopkins University's Center for Talented Youth (CTY), and UC Berkeley's Academic Talent Development Program (ATDP).

Saturday School Any student who misses a substantial number of instructional minutes in any given day (and for any reason) must attend Saturday school. The definition of "substantial amount" will be interpreted by the director or site administrator on a case-by-case basis, but will include any student who misses more than two hours of school (excused or unexcused). Attendance at Saturday school will not influence the number of absences noted on district attendance reports, perfect attendance counts, or report cards.

District Attendance Reports

If a student attends school on a given school day with the intention of participating in regularly scheduled instruction, he or she is considered present for purposes of district reporting, regardless of the length of time the student attends school on that day. If a student is absent for the entire school day, the student will be marked absent on district reports. (*EC* §46010.3) Students who come to school for the sole purpose of collecting homework and/or dropping off completed homework, but with no intention of participating in regularly scheduled instruction, will be marked absent on district reports.



Perfect Attendance Counts AIM schools will use the district standard for tracking perfect attendance, with the exception that students (not family members or friends) who are absent for the entire school day but who come to school to drop off their completed homework and pick up their homework assignments, will be considered present.

Attendance and Report Cards Students who miss a minimum of two or more hours (excused or unexcused) of instructional time in a given day, for any reason, have not fulfilled all of their student responsibilities and will be marked as absent for the purposes of student report cards. Students who miss two or more hours of school on five or more days in a given semester may be retained.

Students neither present nor actively engaged in the learning activities at the start of class on a given school day are considered "tardy" unless otherwise classified as absent. Teachers will track tardiness and report totals on progress reports and report cards.

Truancy Upon initial concern for a student's attendance, and AIM administrator or classroom teacher will informally address this concern with the student and/or the student's parents/guardians.

A student is truant who has accrued 3 unexcused absences in one school year, or was tardy for more than any 30-minute period during the school day on three occasions during one school year, or any combination thereof. (*EC* §48260) Upon a pupil's initial classification as a truant, a conference will be requested for the parent, truant student, teacher, and site administrator, and the pupil's parents/guardians will be notified of the following information by certified mail: (*EC* §48260.5)

- 1. The pupil is a truant
- 2. The parent or guardian is obligated to compel the student to attend school
- 3. Parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution
- 4. Alternative educational programs are available
- 5. Parents/guardians have the right to meet with appropriate school personnel to discuss solutions to the truancy
- 6. The pupil may be subject to prosecution under EC Section 48264
- 7. The pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege
- 8. A one-day recommendation to accompany the student to school and attend class with the student

Local School Attendance Review Board (SARB) Process The parent or guardian will have 10 days to respond to this initial notification of truancy (see attached Truancy Notification/Conference Request) before being referred to the Student Attendance Review Board (SARB). A truant student who is again absent from school without a valid excuse one or more days, or tardy on one or more days, will be reported again as a truant, and the truant student will be referred to the SARB. (*EC* §48261) Parents/guardians will receive notification by certified mail of referral to AIM School's SARB (see attached Notification of SARB Referral).

The SARB will consist of two AIM School administrators, a teacher, and the director of AIM Schools. After referral of a student to the SARB, the SARB will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. If the student is reported as a truant three or more times per school year, and does not follow the SARB's directive, the matter may be referred to the District Attorney for prosecution, and other appropriate action may be taken by the school. The parent/guardian must be notified of this action. (*EC* §48262, §48263, §48263.5)

ADMISSIONS & ENROLLMENT PRACTICES AND ADMINISTRATIVE PROCEDURE

OVERVIEW

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The charter school will accept all students who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

OPEN ENROLLMENT PROCESS

The charter school will actively recruit a diverse student population from the District who understand and value the Charter School's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the State of California, although preferences will be given to students as detailed below.

By October 1 of each year and/or when the District releases the open enrollment period dates, the charter school will notify the District in writing of the application deadline and proposed lottery date. The charter school's enrollment window will align with OUSD's open enrollment window and the first lottery date will be held within 30 days of the close of the open enrollment window. The charter school will ensure that all application materials will reference these dates as well as

provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

The admission process for prospective students and their families will include:

- School tour (optional)
- Completion of an application form, which consists of basic information (i.e. name, address, contact information, grade level, and any applicable admission preferences).

PUBLIC RANDOM LOTTERY

In the event that the Charter School receives more enrollment forms than the number of seats open for a particular grade by the application deadline, we will conduct an annual public random lottery to determine admission in accordance with Education Code Section 4760S(d)(2)(B). The process will be transparent and fair, and parents/guardians need not be present to participate. Parents and students will be informed of their entrance into the charter school via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the Charter School, the student will need to enter the lottery process again.

ADMISSION PREFERENCES

Students will be given preference in the Charter School random public lottery and they are:

- A graduate of AIMS K-8 Schools (For AIPHS)
- A sibling to a current AIMS K-12 school student in either the American Indian Public Charter (6th-8th), American Indian Public Charter School II (K-8th) and/or the American Indian Public High School (9th-12th)
- Not to exceed 10% of the total enrollment; A child of a school faculty, staff, board, or founding development group member of AIMS K-12 as defined by the petition signatures submitted to the district at the time of the establishment of each charter school pursuant to EC 47605
- A sibling of a graduate of any AIMS K-12 Charter School District
- Residents of OUSD
- All other non-OUSD residents

Spaces will be allotted in sequential order within each of these categories with a lottery in each category as required.

WAITLIST

After all available openings have been filled via lottery, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open during the course of the school year, the Charter School will contact students in the order they appear on the waiting list. Students are asked to accept the spot with one week of notification. If the notified family declines or does not respond within one week, they will be removed from the waitlist and the next family is contacted. In no circumstance will a waitlist carry over to the following school year.

Families of students who are offered admission will have one week to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records.

Appendix xxxix: Letters of Support



September 26, 2020

Dear Superintendent Johnson-Trammel and Oakland School Board President London,

On behalf of the Rotary Club of Oakland, the third oldest Rotary club in the world, I write this letter of strong support for the renewal of the charter for AIMS K12 College Prep District. Through Rotary Club of Oakland's service programs for local youth, we have come to know AIMS College Prep High School and see the stellar way that the AIMS administration involves the community in preparing their students for college, career and service to the community.

About three years ago, with the enthusiastic support of the AIMS Superintendent and other administrators, AIMS College Prep High School created an Interact Club, with Rotary Club of Oakland as its sponsor. Interact Clubs bring together students to perform service projects and learn about their community and the broader world. The AIMS Interact Club has had a membership of at least thirty students every year. Rotary Club of Oakland sponsors Interact Clubs at four other Oakland high schools and rarely sees the level of administrative and teacher support that AIMS provides to their school's Interact club. The AIMS Interact Club's faculty advisor attends all meetings and helps the students plan their projects. Last year they had a particularly successful "Purple Pinkie" project, raising funds for polio eradication from AIMS students and the outside community. The AIMS administrators and AIMS Interact Club faculty advisor encourage the Interactors' participation in Rotary District Interact events, which bring together students from Gilroy to Oakland. This year the AIMS Interact Club's co-president has taken on an Interact District leadership role as editor of the District newsletter.

Every year AIMS also encourages its students to apply for the Rotary Club of Oakland's Enterprise Institute. Founded in 1982 and drawing high school students from Oakland and Alameda, this intensive three-day program at a retreat facility helps students strengthen leadership skills and learn business concepts. Students who attend the program often describe the experience as "life-changing". AIMS College Prep High School always sends a large contingent of students. Our Rotary Club of Oakland members say that the AIMS students come well-prepared, participate actively, collaborate effectively, and engage with the students from other schools. AIMS students often are asked to return the following year as peer mentors.

Rotary Club of Oakland has decades of experience working with administrators and students at local high schools. With the perspective shaped by this history, we see that AIMS is providing outstanding support to its students. Oakland families need schools like AIMS College Prep High School to support and nurture the future leaders that our city and world need.

Thank you for your consideration and leadership.

Officers

Ces Butner President

Dudley Thompson President Elect

Michael Bruck Secretary

Lorna Padia Markus Treasurer

Peter Sherris Immediate Past President

Pat Williams
Executive Director

Directors

2018-2021

Bob Breecker Stephanie Casenza Tom Limon Jain Williams

2019-2022

Kathy Marty Debo Sarkar Jason Wizelman

2020-2023

Allison Bliss Gary Flaxman Rich Hallock Joycie Mack

Executive Director

August 13, 2020

To: Oakland Unified School District

Re: Renewal of the Charter for American Indian Model Schools

It is my pleasure to provide a letter to support for the reauthorization of the American Indian Model Schools (AIMS) in Oakland, California. After serving in Oakland leadership positions for the majority of my career—including the California State Assembly (1978 – 1989), Oakland Mayor (1991 - 1999) and Chancellor of the Peralta Community College District (2003 – 2010) – I am extremely aware of how education impacts the well-being and vitality of our community and economy.

Over the past year I have had extensive discussions with AIMS' Board Members and its Superintendent, and attended the Open House and facility ribbon cutting on February 27, 2020. The hard work and passion of the instructors and stellar performance of the students is outstanding. AIMS has a diverse student body and faculty and has been recognized repeatedly for its success in closing the achievement gap for African American students.

It is clear to me that AIMS is a model school that deserves the support of the community, the Oakland Unified School District, and the State. For these reasons, I support and urge you to renew the charter of the American Indian Model School. Thank you.

Sincerely,

Elihu M. Harris, Esq.



1107 9th Street, Suite 200 | Sacramento, CA 95814 p 916-448-0995 | f 916-448-0998 | www.ccsa.org

September 30, 2020

Dr. Kyla Johnson-Trammell Superintendent Oakland Unified School District 1000 Broadway, Suite 300 Oakland, CA 94607

RE: Letter of Support for AIMS College Prep Charter District

Dear Superintendent Johnson-Trammell:

On behalf of the California Charter Schools Association (CCSA), I am writing to express our overwhelming support for the renewal of the AIMS K-12 College Prep Charter District (AIMS) network of charter public schools within Oakland Unified School District (OUSD).

As the Vice President, Local Advocacy Northern California, I have the extreme privilege to support and advocate for CCSA's member schools across the region. Over the past eight years, I have had the opportunity to visit over 200 charter schools. As soon as I walked through the front door at AIMS, I knew I was seeing a uniquely special school culture that had fully engaged students, dynamic teachers and leaders, and truly dedicated parent volunteers.

CCSA is honored to be able to count AIMS as one of our many valued members. Our mission is to meet parent, educator and community need for great public school options by supporting and advocating for high-quality, non-profit charter schools and sharing their success throughout California's public schools. This mission commits us to equity, opportunity and access and we work with a special spirit of urgency to provide our most historically underserved and vulnerable students with the high quality public education their deserve. AIMS is a shining example of one of our member schools that lives out this principle every day.

In March 2020, CCSA honored AIMS as our Hart Vision Charter School of the Year Northern California. All three schools are high quality, diverse schools. We recognized AIMS for their impressively high graduation rates and believe they serve as a terrific example of a school that rose from the roots of the community to serve the people. While serving a student population with 75% of families qualifying for free and reduced lunch, AIMS has proven that underserved students can compete academically with the best, when given adequate support and resources.

As a CCSA member, AIMS helps guide our local advocacy and policy efforts to ensure all students benefit from a high-quality public school education. We push in supports and resources to AIMS to ensure they are a responsibly managed non-profit organization that can sustainably serve Oakland's students and families for years to come. AIMS is one of a very small number of charter public schools networks that has more than one school in the AB1505 renewal High Track, thus demonstrating a clear and convincing academic record in support of renewal.

It is for all these reasons that we unequivocally express our support for the renewal of AIMS' schools this year and next.

Sincerely,

Hilary J. Harmssen

Vice President, Northern California Local Advocacy

California Charter Schools Association



Peralta Community College District 333 East 8th Street * Oakland, CA 94606 * (510) 466-7202

Hon. Linda Handy **Board of Trustees** Area 3

September 16, 2020

To:

Honorable Jody London,

OUSD Board of Education

Re:

Reauthorization of Charter for American Indian Model School (AIMS)

I'm writing this letter in support of the reauthorization of the American Indian Model School in Oakland, California.

As a Trustee for the Peralta Community Colleges, I am aware of the academic achievements of students that attend AIMS. We are impressed with the abilities and preparedness of the students who decide to continue their education with us. AIMS students attend our colleges during the summer for transfer courses; and often decide to take their AA degrees with us then transfer to the UC system.

I've toured the schools, met Board members and had interactions with students that attend AIMS. I continue to be impressed by their commitment to student success and the college Prep focus that encourages students to continue their education.

I have watched the academic achievements of 5 young people from my neighborhood who have attend AIMS and are now 2 of them are attending the colleges of their choice. When I first met these students, I was so impressed with them that I wanted to know where they were receiving their education as it was clear to me that someone was doing an exceptional job with them. I later took a tour to find out more about them.

I've been an activist for Education for many years and I'm very impressed with the success of this school, it's faculty, staff and outcomes. I sincerely hope that it's charter will be reauthorized so that more children of Oakland can take advantage of this amazing opportunity!

Sincerely,

Trustee, Area 3

Peralta Community College District

Cc: Toni Cook, President AIMS Board of Directors

BERKELEY CITY COLLEGE

COLLEGE OF ALAMEDA

LANEY COLLEGE

MERRITT COLLEGE



August 18, 2020

To: Oakland Unified School District

Re: Renewal of the Charter for American Indian Model Schools

This letter is in support of the reauthorization of the American Indian Model Schools (AIMS) in Oakland, California.

As the President & CEO of Acumen Building Enterprise, Inc., an employer who embraces diversity, an entrepreneur who values and encourages our young talents in the company's workforce, I am particularly interested in the academic achievement for students in Oakland.

I have toured AIMS school and attended the Open House and ribbon-cutting during February 2020. I was impressed with the passion of the instructors and the college preparatory focus of its students.

It is critical that Oakland's children, especially those of African descent, be well prepared and guided in their path for college and to become ready and confident to achieve a successful career.

AIMS deserves the support of the Oakland community and the Oakland Unified School District.

For the sake of the education of Oakland students, I urge the renewal of the charter of the American Indian Model Schools.

Thank you,

Walter E. Allen

CEO & Citizen of the World Acumen Building Enterprise, Inc.

7770 Pardee Lane, Suite 200, Oakland, California 94621 | 510.530.3029 or toll-free 888.530.3894 | www.acumentransit.com



September 11, 2020

Greetings, Superintendent Johnson-Trammel and Oakland School Board President London,

On behalf of the Families in Action for Quality Education coalition, I am honored to present this letter of enthusiastic support for the renewal of the charter for AIMS K12 College Prep District. As a city-wide coalition of Oakland charter school communities, FIA Oakland is committed to increasing access to quality public schools in our city.

We recognize that AIMS K12 is an outstanding example of quality in our city, providing a school option that embodies a focus on excellence, strong and supportive culture and a focus on engaging families and students on the road to college success.

The many positive attributes of AIMS K12 College Prep District schools include:

- During the 2019-2020 school year, FIA Oakland recognized AIMS high school as one of 11 high schools where at least 75% of Black or Latinx students complete A-G courses and are eligible to apply to a 4-year college or university.
- AIMS High School was one of only two schools where 100% of Black scholars completed A-G courses.
- AIMS K12 College Prep District is the only school in Oakland to be named an Innovate Top School for Black students.
- AIMS K12 College Prep District provides robust offerings of AP classes, giving students advantages in course access and GPA weight in their college applications.
- AIMS K12 College Prep District emphasizes a robust culture of student leadership through governance, leadership training and opportunities which help to prepare students for post-secondary success.
- AIMS K12 College Prep District has an exceptionally dedicated staff; I have witnessed their caring actions and how many go above and beyond to support students to achieve their full potential.
- AIMS K12 College Prep District graduates achieve admission to outstanding group of universities including HBCUs, UCs and elite private universities.
- AIMS K12 College Prep District goes above and beyond to support families' needs, to be responsive and to provide leadership opportunities.

Based on the outstanding program and results at AIMS K12 College Prep District, we are enthusiastic in our support for the renewal to be awarded at the high tier and for a 7 year term. Oakland families need more access to quality options likes AIMS where students are supported and pushed to excellence.

Thank you for your consideration and for your leadership in our city on behalf of quality schools,

Kimi Kean

Chief Executive Officer





September 23, 2020

To Whom It May Concern:

I write this correspondence in wholehearted support of the charter renewal for AIMS K-12 College Prep Charter District (AIMS). AIMS is a not only the model of what a high-performing charter school looks like, it is a model for the future of what K-12 public education should look like and produce.

The National Alliance for Public Charter Schools (National Alliance) advocates for the millions of public school students attending or hoping to attend a charter school nationwide. We do this through federal and state advocacy efforts, research, and elevating national awareness for the charter school movement. We educate lawmakers and thought leaders about how charter schools can meet the needs of the communities they serve by providing families with public school options. We also lead the charter school community from our nation's capital, bringing together charter school teachers, leaders, lawyers, researchers, and policy experts through events like the annual National Charter Schools Conference, as well as through online resources.

As the senior director for government relations with the National Alliance for the last six years, I have had the pleasure to work closely and directly with AIMS over the last 4 years in our work with charter school stakeholders, the U.S. Department of Education, and key members of Congress to ensure that charter schools are treated fairly in federal policy and regulations. AIMS has not only been an advocate for increased federal funding to create additional high-quality public charter schools, funding that they may not be eligible to receive themselves, but they have also been a mentor to other charter school leaders throughout the US, specifically those led by people of color.

AIMS has participated in the National Alliance's "School Leaders of Color (SLOC) Capitol Hill Action Initiative" for the last four years. This largest annual convening of Black, Hispanic, Asian, and Native American charter school leaders who lead high-performing, high-quality schools come to Washington to demand continued funding to meet parental demand for the growth of charter schools across the nation, and to spotlight how the charter school model is closing the achievement gap. AIMS and their staff have not only been a supporter of this very necessary event, they have served as a mentor, facilitator and supporter to new charter school leaders that participate as inaugural participants.

Other letters in support of AIMS' renewal application will correctly and rightly spotlight their academic achievements, parental and community support and difference making in Oakland. This letter of support recognizes their advocacy for high-performing public education for the populations that need it the most with our nation's federal government and their willingness to share their best practices, competencies and success with other similarly situated public charter

school leaders of color across the nation. In a world where there is enough criticism of what is not working in public education, the state of California needs to support, whenever it can, schools that are getting it right.

Please feel free to contact me regarding this endorsement letter and the contents contained herein at your convenience. Thank you for your consideration and anticipated renewal.

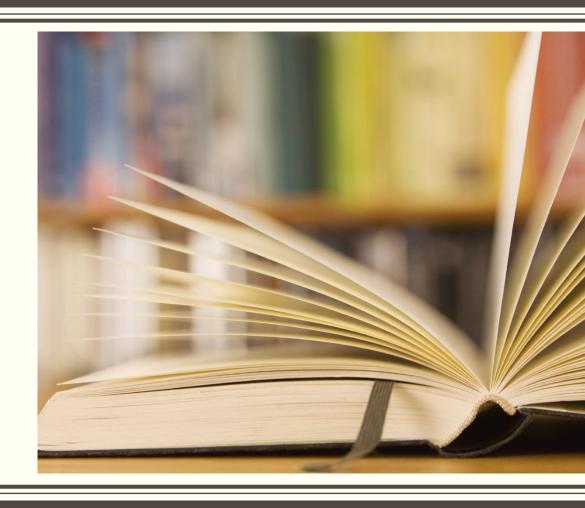
Sincerely,

Ronald C. Rice

Senior Director, Government Relations
National Alliance for Public Charter Schools
ron@publiccharters.org

Appendix xl: Budget Narrative

2020-2021
AMERICAN INDIAN MODEL
SCHOOLS
ADOPTION BUDGET



2020-21 ADOPTION BUDGET

This presentation is brought to you in partnership with our superintendent Maya Woods-Cadiz, our back office provider CSMC Adrienne Barnes, our Chief Business Officer, Katema Ballentine and Human Resources department along side our incredible School Leadership Staff.

We present the first read of American Indian Model Schools proposed 2020-2021 Adopted Budget.

2020-21 ADOPTION BUDGET INTRODUCTION

Per California Education Code 42127, the Governing Board shall hold a public hearing, adopt a Local Control Accountability Plan (LCAP) and a budget and file it with the Oakland Unified School District and the County Superintendent of Schools on or before July 1.

AIMS budget development process ensures that the adopted budget submitted complies with state standards and the criteria adopted by the State Board of Education.

The Adoption Budget is due to Oakland Unified School District on June 16, 2020

CALIFORNIA 2020-2021 BUDGET ASSUMPTIONS

Proposition 98

Governor Newsom's revision to his 2020–21 State Budget proposal reflects significant changes to Proposition 98 in the current and budget years, totaling \$19 billion.

In future years, Governor Newsom plans to provide supplemental appropriations above the constitutionally required Proposition 98 funding level, beginning in 2021–22, and in each of the next several fiscal years.

Local Control Funding Formula (LCFF)

For the first time since its creation, the Local Control Funding Formula (LCFF) is facing a reduction instead of an increase. Officially, the statutory cost-of-living adjustment (COLA) is calculated at 2.31% and applied to the LCFF, but a reduction of 10% (\$6.5 billion) will be applied unless "triggered off if the federal government provides sufficient funding to backfill this cut."

CALIFORNIA 2020-2021 BUDGET ASSUMPTIONS

Retirement

Administration proposes to redirect the \$2.3 billion paid in the current-year budget to the California State Retirement Systems (CalSTRS and CalPERS) towards long-term unfunded liabilities to further reduce employer contribution rates in 2020–21 and 2021–22.

For AIMS, this reallocation will reduce the CalPERS employer contribution rate from 22.67% to 20.7% in 2020–21, and from 25% to 22.84% in 2021–22.

Categorical Cuts

The Administration proposes cuts to several non-LCFF programs including: After School Education and Safety, K-12 Strong Workforce Program, CTE Incentive Grants, Adult Education Block Grant, and several others.

CALIFORNIA 2020-2021 PLANNING FACTOR ASSUMPTIONS

Planning Factor 2020-21 2021-22 2022-23 LCFF 2.31% 2.48% 3.26% Statutory COLA - 10.00% - 12.178% -14.95% Base Grant Proration Factor - 7.92% 0.00% 0.00% Effective Change in LCFF -10.00% -10.00% -10.00% Add-on, ERT & MSA Prorated Factor -10.00% -10.00% -10.00%	
Statutory COLA - 10.00% - 12.178% -14.95% Base Grant Proration Factor - 7.92% 0.00% 0.00% Effective Change in LCFF -10.00% -10.00% -10.00%	
Base Grant Proration Factor- 7.92%0.00%0.00%Effective Change in LCFF-10.00%-10.00%	
Effective Change in LCFF -10.00% -10.00%	
Add-on, ERT & MSA Prorated Factor	
STRS Employer Rates 16.15% 16.02% 18.40%	
PERS Employer Rates (May 2020) 20.70% 22.84% 25.80%	
Lottery - Unrestricted per ADA \$153 \$153	
Lottery - Prop. 20 per ADA \$54 \$54	
Mandated Block Grant for Districts \$32.18 \$32.18	
K-8 per ADA \$61.94 \$61.94	
9-12 per ADA	
Mandated Block Grant for Charters \$16.86 \$16.86	
K-8 per ADA \$46.87 \$46.87	
9-12 per ADA	

Absent additional federal funds, the COVID-19 recession requires a 10% (\$6.5 billion) reduction to LCFF. This reduction effectively eliminates the statutory 2.31% cost-of-living adjustment resulting in an overall reduction of 7.92% for those districts and charters funded under the LCFF. The proration factor reducing LCFF entitlements will be triggered if the federal government provides sufficient funding to backfill this cut.

AIMS 2020-2021 BUDGET ASSUMPTIONS

AIMS 2020-2021 Budget Assumptions

	<u>AIPCS</u>	<u>AIPCS II</u>	<u>AIPHS</u>	TOTAL
Enrollment	240	665	440	1345
Average Daily Attendance %	96%	96%	95%	
Average daily Attendance	230.12	637.75	397.76	1265.63

AIMS Program Assumptions	<u>AIPCS I</u>	AIPCS II	<u>AIPHS</u>	Total Cost
СМО	\$	\$	\$	\$
	411,848.28	1,121,142.54	755,055.18	2,288,046.00
PPE Equiptment (CMO)	\$	\$	\$	0
Uniform Replacements (at Heads discretion)	\$	\$	\$	\$
Go Guardian - District Wide \$12.36 per user	\$	\$	\$	\$
	2,966.40	8,219.40	5,438.40	16,624.20
Vehicle Lease (transportation)	\$	\$	\$	\$
	8,232.88	8,232.88	8,232.88	24,698.64
AIMS Staff Boot Camp	\$	\$	\$	\$
	3,400.00	6,600.00	10,000.00	20,000.00

AIMS 2020-2021 Budget Assumptions

General Administration	AIPCS I	AIPCS II	<u>AIPHS</u>	<u>Total Cost</u>
12th Street Utilities				
Disposal: Waste Management	\$	\$	\$	\$
	19,717.20	53,674.60	36,148.20	109,540.00
Gas/ Electric	\$	\$	\$	\$
	14,997.34	42,326.09	27,495.12	83,318.55
Water/Sewer	\$	\$	\$	\$
	1,274.51	3,469.49	2,336.60	7,080.60
Telephone	\$	\$	\$	\$
	12,586.85	34,264.21	23,075.90	69,926.96
Internet	\$	\$	\$	\$
	2,242.62	10,104.91	4,111.47	12,459.00
Custodial	\$	\$	\$	\$
	43,200.00	116,800.00	80,00.00	240,000.00
OUSD Agreements	AIPCS I	AIPCS II	AIPHS	Total Cost
Special Education SELPA (\$1799 Per Eligible Student ADA	\$	\$	\$	\$
) 413,909.94	1,147,101.79	715,438.98	2,276,450.71
1% OUSD District Administration Fee	\$	\$	\$	\$
	21,670.00	61,615.00	46,120.00	129,405.00
Prop 39 Facilities (Rental from OUSD	\$)-	\$ -	\$ 230,000.00	\$ 230,000.00
Insurance Policies & Operation Contracts	AIPCS I	AIPCS II	AIPHS	Total Cost
Workers Compensation	1	Paid thru payroll		\$ 86,882.00
D & O Insurance	\$	\$ 25,007	\$ 16,842	\$ 51,034.99
	\$	\$	\$	\$

2020-2021 SITE BUDGETS

American Indian Public Charter AIPCS 6-8

AIPCS	Object Code	Code Description	2019-20	2020-21
Revenue				
		State	2,496,800	2,399,267
		Federal	268,198	313,064
		Local	96,408	96,600
		Total Revenue	\$ 2,861,406	\$ 2,808,931
Expenses				
	1000	Certificated Salaries	884,992	809,304
	2000	Classified Salaries	212,767	141,003
	3000	Benefits	250,074	213,732
	4000	Books and Supplies	252,354	142,084
	5000	Services and Other Operating Expenses	893,206	720,106
	6000	Capital Outlay	28,848	28,848
	7000	Other Outgoing	<u>398,629</u>	425,360 \$
		Total Expenses	\$ 2,920,870	2,480,437
	As a % of	Surplus / (Deficit)	\$ (59,464) -3%	\$ 328,495 15%
Beginning F	und Baland	ce	\$ 1,228,521	\$ 1,169,057
Ending Fund		a % of Expenditures	\$ 1,169,057 40%	\$ 1,497,552 60%

Revenues

- LCFF Projected Revenues were reduced by 8% based on Governor Newsom's May Revise projections.
- Federal revenue was increased due to additional funding provided in the CARES act for all U.S. Public Schools.
- Local revenues increased due to the increased allocation of the Middle School Measure G1 Parcel tax allocation

Expenses

- ≥ 2019-2020 reflects increase in spending by \$59,464. This is due to the unanticipated 25% increase to the SELPA with Oakland Unified School District
- 2020-21 AIPCS reduced expenses by additional 7% beyond the 8% reduction in state revenue. Total reduction in expenses of 15%. Projections include step and column increases of 1.5% for all staff
- All staff at the Middle School level for the 2020-21 fiscal year are split between AIPCS I (51%) and AIPCS II (6-8) (49%) reducing the salary impact on this school budget
- Books and Supplies were bought in the prior school year therefore the allocation was reduced in the upcoming year.
- Allocations for nurses were included in the 2020-21 budget
- Services and Operations: Reduction in Services and Operations to align to the reduction in expenses. The 12th street Campus was renovated in prior year therefore cost are projected to decrease. 43% in custodial projection to cover increased cleaning
- Other Outgoing: Special Ed Services from OUSD's SEPLA increased by 33% between the 2019-2020 and 2020-2021 fiscal years

Surplus & Ending Fund Balance

- ➤ AIPCS projects \$297,085 in surplus of revenue vs expenses to be added to the ending fund balance
- The Ending Fund Balance for AIPCS is projected at \$1,466,142 which leaves a 58% reserve

American Indian Public Charter II AIPCS II K - 8th

_AIPCS_II	Object Code	Code_Description	2019-20	2020-21
		State	6,916,617	6,496,186
		Federal	435,242	620,833
		Local	221,806	182,038
		Total Revenue	\$ 7,573,665	\$ 7,299,058
Expenses				
	1000	Certificated Salaries	2,482,939	2,294,291
	2000	Classified Salaries	756,349	435,819
	3000	Benefits	733,728	693,961
	4000	Books and Supplies	1,151,365	326,444
	5000	Services and Other Operating Expenses	2,226,246	1,899,588
	6000	Capital Outlay	28,641	28,641
	7000	Other Outgoing	899,485	1,315,737
		Total Expenses	\$ 8,278,753	\$ 6,994,482
		Surplus / (Deficit)	\$ (705,088)	\$ 304,576
As a 9	% of LCFF	revenue	-11%	5%
Beginning Fund	l Balance		\$ 4,239,570	\$ 3,534,482

Revenues

- LCFF Projected Revenues were reduced by 8% based on Governor Newsom's May Revise projections.
- Federal revenue was increased due to additional funding provided in the CARES act for all U.S. Public Schools.
- Local revenues increased due to the increased allocation of the Middle School Measure G1 Parcel tax allocation

Expenses

- In 2019-20 AIMS received a \$3.2M loan for reconstruction for the 12th street campus. The loan is not reflected as revenue, as it is cash, therefore the reflected deficit of \$705,088 is absorbed by the loan. The increased spending of \$705,088 reflects in construction and equipment cost as well as the 25% increase to the SELPA MOU with Oakland Unified School District.
- ➤ 2020-21 AIPCS II reduced expenses by additional 7% beyond the 8% reduction in state revenue. Total reduction in expenses of 16%. Projections include step and column increases of 1.5% for all staff
- All staff at the Middle School level for the 2020-21 fiscal year are split between AIPCS I (51%) and AIPCS II (6-8) (49%) reducing the salary impact on this school budget
- **Books and Supplies:** The 12th street renovation purchases in the 19-20 fiscal year were reduced here. These were items such as furniture, computers, books and supplies.
- Allocations for nurses were included in the 2020-21 budget
- Services and Operations: Reduction in Services and Operations to align to the reduction in expenses. The 12th street Campus was renovated in prior year therefore cost are projected to dramatically reduce. 49% in custodial projection to cover increased cleaning
- ➤ Other Outgoing: Special Ed Services from OUSD's SEPLA increased by 33% between the 2019-2020 and 2020-2021 fiscal years

Surplus & Ending Fund Balance

- AIPCS II projects \$304,576 in surplus of revenue vs expenses to be added to the ending fund balance
- ➤ The Ending Fund Balance for AIPCS II is projected at \$3,839,059 which leaves a 55% reserve

American Indian Public High School 9-12th

AIPHS	Object Code	Code_Description	2019-20	2020-21
Revenue				
		State	4,769,344	5,099,593
		Federal	213,398	416,553
		Local	88,153	97,035
		Total Revenue	\$ 5,070,896	\$ 5,613,181
Expenses				
	1000	Certificated Salaries	1,148,134	1,691,454
	2000	Classified Salaries	445,656	456,810
	3000	Benefits	470,840	505,843
	4000	Books and Supplies	444,198	345,326
	5000	Services and Other Operating Expenses	1,480,250	1,617,245
	6000	Capital Outlay	6,924	6,924
	7000	Other Outgoing	429,330	618,643
_	Total Expen	ses	\$ 4,425,331	\$ 5,242,245
As a	a % of LCF	Surplus / (Deficit) F revenue	\$ 645,564 14%	\$ 370,935 8%
Beginning	Fund Balar	nce	\$ 1,371,951	\$ 2,017,515

Revenue

- LCFF Projected Revenues were reduced by 8% based on Governor Newsom's May Revise projections.
- The increase in revenue for the High in 2020-21 fiscal was impacted by the increased enrollment and ADA percentage at P2 (*Period 2 attendance reporting to State for funding projections. Due to the Covid-19 pandemic the State based this on February 2020 attendance data*)
- Federal revenue was increased due to additional funding provided in the CARES act for all U.S. Public Schools.
- Local revenues increased due to the increased allocation of the Middle School Measure G1 Parcel tax allocation

Expenses

- 2020-21 Projections include step and column increases of 1.5% for all staff, Increased projections in teachers salaries were to support the increase in enrollment
- **Books and Supplies:** The High school was proactive in obtaining many supplies during the 2019-2020 fiscal year. This movement began in January with the introduction of new leadership therefore these items did not require budging in the 2020-21 fiscal year.
- Services and Operations: The increase in services and other operating expenses for the high school increased as their allocation in federal funds increased. These dollars were directed to professional development and other services compliant with the fund use. Full-time custodial cost were allocated to cover additional cleaning beyond the scope provided in the rental agreement with our authorizer.
- Allocations for nurses were included in the 2020-21 budget
- Other Outgoing: Special Ed Services from OUSD's SEPLA increased by 33% between the 2019-2020 and 2020-2021 fiscal years

Surplus & Ending Fund Balance

- AIPHS projects \$370,935 in surplus of revenue vs expenses to be added to the ending fund balance
- The Ending Fund Balance for AIPHS is projected at \$2,388,450 which leaves a 46% reserve



MULTI-YEAR REVEIW

AMERICAN INDIAN PUBLIC CHARTER

American Indian Public Charter Multi-Year Projection



	SACS	Ol Code Description	2019-20	2020-21	2021-22	2022-23
Revenue						
		State	2,496,800	2,399,267	2,807,347	2,701,295
		Federal	268,198	313,064	162,401	163,681
		Local	96,408	96,600	96,545	96,600
	Total Re	venue	\$ 2,861,406	\$ 2,808,931	\$ 3,066,293	\$ 2,961,576
Expenses	S					
	1000	Certificated Salaries	884,992	809,304	701,093	718,620
	2000	Classified Salaries	212,767	141,003	144,122	147,319
	3000	Benefits	250,074	213,732	216,456	219,605
	4000	Books and Supplies	252,354	142,084	238,302	247,826
	5000	Services and Other Operating Expenses	893,206	720,106	768,103	794,903
	6000	Capital Outlay	28,848	28,848	28,848	28,848
	7000	Other Outgoing	398,629	425,360	423,032	425,360
	Total Ex	penses	\$ 2,920,870	\$ 2,480,437	\$ 2,519,956	\$ 2,582,480
Surplus / (I			\$ (59,464)	\$ 328,495	\$ 546,337	\$ 379,096
	As a % o	fLCFF revenue	-3%	15%	21%	14%
Beginning	Fund Bala	nce	\$ 1,228,521	\$ 1,169,057	\$ 1,497,552	\$ 2,043,888
Ending Fur			\$ 1,169,057	\$ 1,497,552	\$ 2,043,888	\$ 2,422,985
	As a % o	f Expenditures	40%	60%	81%	94%

AIPCS I Multi-Year Projections

The Multi year projections for American Indian Public Charter School reflects:

- Stable enrollment for the projected years. Until the Charter Renewal the enrollment continues to reflect the enrollment approved by the current charter. (Max 250)
- Slight reduction in surplus provided to fund balance projected in 2022-23 based on end of Federal Facility Grant.
- Consistent Ending Fund Balance and Reserve growth outgoing projected years.

AMERICAN INDIAN PUBLIC CHARTER II

American Indian Public Charter II Multi-Year Projection

SAC	Code Description	2019-20	2020-21	2021-22	2022-23		2023-24
Revenue							
	State	6,916,617	6,496,186	7,277,432	7,168,02	27	7,235,907
	Federal	435,242	620,833	633,418	628,68	33	654,011
	Local	221,806	182,038	183,799	183,13	57	186,681
Total	Revenue	\$ 7,573,665	\$ 7,299,058	\$ 8,094,649	\$ 7,979,84	\$	8,076,598
Expenses	8						
1000	Certificated Salaries	2,482,939	2,294,291	2,355,088	2,414,29	94	2,474,991
2000	Classified Salaries	756,349	492,558	402,994	412,79	2	422,831
3000	Benefits	733,728	696,136	699,169	745,28	36	769,402
4000	Books and Supplies	1,151,365	326,444	338,985	336,33	3	350,328
5000	Services and Other Operating Expenses	2,226,246	1,859,588	1,993,901	1,787,98	30	1,823,810
6000	Capital Outlay	28,641	28,641	28,641	28,64	1	28,641
7000	Other Outgoing	899,485	1,315,737	1,345,673	1,335,22	25	1,390,702
Total	Expenses	\$ 8,278,753	\$ 7,013,395	\$ 7,164,451	\$ 7,060,5	12 \$	7,260,706
Surplus / (D	Deficit)	\$ (705,088)	\$ 285,663	\$ 930,198	\$ 919,2	'5 \$	815,892
As a c	% of LCFF revenue	-11%	5%	13%	1.	9%	12%
Beginning 1	Fund Balance	\$ 4,239,570	\$ 3,534,482	\$ 3,820,146	\$ 4,750,34	\$	5,669,618
Ending Fun	nd Balance	\$ 3,534,482	\$ 3,820,146	\$ 4,750,343	\$ 5,669,6	8 \$	6,485,511
As a c	% of Expenditures	43%	54%	66%	80)%	89%

AIPCS II Multi-Year Projections

The Multi year projections for American Indian Public Charter School II reflects:

- Stable and slightly increased enrollment for the ongoing projected years. Until the Charter renewal the enrollment continues to reflect the enrollment approved by the current charter. (675 max)
- 2019-2020 end of reconstruction on 12th street and reduction in spending reflects in the steady building of reserves in 2020-2021
- Consistent Ending Fund Balance and Reserve growth outgoing years projected years.

AMERICAN INDIAN PUBLIC HIGH SCHOOL

American Indian Public High School Multi-Year Projection

SAC	Code Description	2019-20	2020-21		20	21-22	2022-23	2023-24
Revenue								
	State	4,769,344	5,09	9,593		5,356,353	5,507,419	5,509,579
	Federal	213,398	41	6,553		620,595	638,302	656,963
	Local	88,153	9	7,035		102,138	105,100	108,222
Total	Revenue	\$ 5,070,896	\$ 5,61	3,181	\$	6,079,086	\$ 6,250,822	\$ 6,274,763
Expenses								
1000	Certificated Salaries	1,148,134	1,69	1,454		1,735,466	1,780,630	1,826,977
2000	Classified Salaries	445,656	45	6,810		468,231	479,936	491,935
3000	Benefits	470,840	50	5,843		456,788	476,697	491,463
4000	Books and Supplies	444,198	34	5,326		363,417	373,956	384,800
5000	Services and Other Operating Expenses	1,480,250	1,61	7,245		1,656,337	1,705,397	1,754,811
6000	Capital Outlay	6,924		6,924		6,924	6,924	6,924
7000	Other Outgoing	429,330	61	8,643		651,052	669,932	689,360
Total	Expenses	\$ 4,425,331	\$ 5,24	2,245	\$	5,338,214	\$ 5,493,473	\$ 5,646,270
Surplus / (D	Deficit)	\$ 645,564	\$ 37	0,935	\$	740,872	\$ 757,349	\$ 628,493
As a %	% of LCFF revenue	14%		8%		14%	14%	12%
Beginning F	Fund Balance	\$ 1,371,951	\$ 2,01	7,515	\$	2,388,450	\$ 3,129,322	\$ 3,886,671
Ending Fund	d Balance	\$ 2,017,515	\$ 2,38	8,450	\$	3,129,322	\$ 3,886,671	\$ 4,515,164
As a %	% of Expenditures	46%		46%		59%	71%	80%

AIPHS Multi-Year Projections

The Multi year projections for American Indian Public High School reflects:

- Stable and slightly increased enrollment for the ongoing projected years. Until the Charter renewal the enrollment continues to reflect the enrollment approved by the current charter. (450 max)
- Slight increase staffing (F.T.E: Full Time Equivalent) projections in the projected 2020-2021school year to align with increased enrollment and ADA projections
- Consistent Ending Fund Balance and Reserve growth outgoing years projected years.

2020-2021 Budget Conclusion

- Staff is presenting the Finance Committee with a balanced budget for fiscal year 2020-2021
- The State required reserve of 2% has been met and surpassed for the 2020-2021 Proposed Adopted Budget and out years
- The multi-year projection for the subsequent two years are balanced with significant reserve balances

QUESTIONS



THANK YOU

June 16, 2020 Board Meeting

Appendix xli: Education Program

AIPCS Educational Program - 2020

As in all levels of our charter district, AIMS College Prep Middle School exemplifies the values of high expectations and high support to achieve success, especially in performance on academic achievement tests. We support our students' success by setting the expectations high for their performance on everyday activities, including behavior and attendance. In particular, this looks like an rigorous curriculum program, high levels of support, practice in assessment taking skills

Rigorous Curriculum

We offer a Math program and novel based English Language Arts both based on the Common Core State Standards in which 90 minutes of instructional time a day is spent in each of those subjects. State approved Math curriculum culminates in Algebra for 8th grade students. Reading four novels per year and writing five paragraph essays in four types is the goal, as is appropriate for the readings. Supplemental curricula are used to support identified areas of growth on assessments and include software (eg. ALEKS) and teacher led plans (eg. Standards Plus).

High Levels of Academic Support

Progress reports are given to students every three weeks. These reports provide a strong overall picture for families and students. Occasionally the rigorous curriculum presents challenges that reveal a weakness in one area of a student's knowledge or experience with a topic. In order to remedy this, in addition to the normal opportunities to speak with the classroom teacher, Saturday School and after school tutoring is required for a student who receives a C- or below on a progress report. This dynamic process of regular presentations of progress, as well as explicit supports make the challenge of maintaining a grade of 75% and more while moving forward at a high rate much more sustainable.

Assessment Skills

In addition to using formative assessments to determine strengths and weaknesses in student mastery, testing is designed to mirror high stakes testing to improve student skills in that specific environment. Quarterly benchmarks are practice exams for the state testing at the end of the year. Interim and practice state tests are part of the regular yearly assessments. Over the years, additional tests for Math prowess, Spelling bee participation, timed essays, and other exams have been offered to regularize testing, rather than separating it to only one aspect, or one subject of classes.

AIMS College Prep Middle Sch & Online Learning



April 7, 2020

tinyurl.com/2020aimsonline

網上學習

Online Learning began last fall

for AIMS Middle School

Actually, Online Learning (sometimes called Distance Learning, or Blended Learning) began before last Fall.

As of Fall 2019, 6th, 7th, and 8th graders began using all of these online services:

- ALEKS
- Schoology
- Quill
- And more



Meet Shaun.

He is a 7th grader who has been part of AIMS for one year already.

He likes video games and plays them on computer and a smartphone when his parents let him.

Shaun has one older sister who goes to AIMS high school. She has her own computer.



Meet Sam (Samantha)

Sam moved here from out of town this past year and this is her first year at AIMS as a 6th grader.

She likes to spend time with friends at school and has found these last two weeks at home really hard.

Her family has one computer that she shares mainly with her two younger siblings.



COVID9 forced Shaun and Sam to do schoolwork online at home



Of course, COVID-19 forced most everyone to work at or from home

Shaun has been working on Quill to improve his writing since Fall 2019.

He is familiar with how to log in and do the tasks the program leads him through.

He has done work on Khan Academy at his previous school and even last year at AIMS.





Sam had to work a little more on her Math to get up to grade level, so she worked extra on ALEKS since the Fall of 2019.

Sam spent time with the software program and brought her Math up to 6th grade level over the last several months.

Sam is familiar with ALEKS. She logs in and follows the instructions to get work done to improve her understanding.



AIMS Middle School students are familiar with online learning.

WHAT IS ALEKS? COURSE PRODUCTS

HIGHER EDUCATION

INDEPENDENT USE & HOMESCHOO

ic icarring.

REGISTERED USERS LOGIN

Login Name:

They have been using it regularly in school for over half of the academic year!

Schoology, ALEKS, Rosetta Stone, Quill, as Illuminate, Flipgrid, and Class Dojo, have all

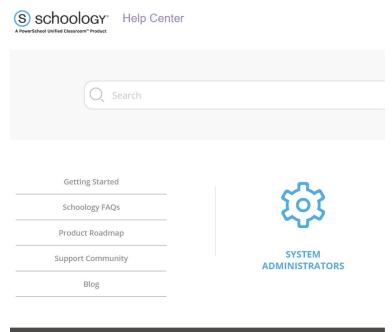
been used this year before the closure.

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Middle School Teachers practiced using Schoology before the closure. They worked out ways to gather and remind students of their logins.

Students have resources. TEACHERS HAVE EVEN MORE INFORMATION AND TRAINING, IN FACT, THEY ARE STILL RECEIVING TRAINING EACH WEEK





Milestones

August 2019

Teachers and students begin working with these software tools

FebruarMarch 2020

Teachers train with Schoology, prepare students for possible closures

2019

2020

January 2020

First semester ends, students have been on ALEKS for one semester. March 20th, 2020

Long term closure is decided by government and medical officials There are three ways students are doingasurbom learning:

A B

Students sit at a Students watch a Students watch computer to do video, then their teacher and problem sets that respond to it on they have been paper or online. teacher's directed to do. Students watch a Students watch a their teacher and follow the directions.

Often the

computer corrects When the teacher [C] directs students to watch the view the problems. gives instruction on how to respond [B], as well as assistant computer problems the student should respond to [A], the

is the new level of online education we are now pra-

Students know how to do this. But they need your help to keep it up, and make a routine out of it.

This is also where they need a supportive community - their network and yours.



We have tools that we are using The COVID-19 situation and learning how to use better, or maybe differently:

continues to change. The continues to change of the continues to change.

- 1. The telephone
- 2. Email
- 3. Parent Square
- 4. Schoology and BigBlueDot
- 5. Zoom
- 6. TalkingPoints
- 7. Social Media

continues to change. The options given by technology continue to change - or our skills do. We will continue to add and develop the ways that work best for our middle school.

We have tools that we are using and learning how to use better:

- 4. Schoology and BigBlueDot
- 5. Zoom
- 6. TalkingPoints
- 7. Social Media

Schoology is the main software students use to find out assignments and turn them in.

BigBlueDot and Zoom are the apps that we are currently using to teleconference

We have tools that we are using and learning how to use better:

- 6. TalkingPoints
- 7. Social Media

Talking Points is an app that translates from the writer to the receivers language automatically. It can be used on phone and computer - like texting.

Social Media is one of the ways that teachers and administrators are communicating with their students and families. Instagram, Facebook, and YouTube are being used.

AIMS Middle School Distance Learning Schedules

→ 8th Grade Schedules

→ 7th Grade Schedules

→ 6th Grade Schedules

AIMS Continues Learning - from Classroom to Home!!!

- Daily attendance.
- Daily Virtual Classes for all subject matter from all teachers.
- Daily 23 hours
 Homework.

AIMS Middle School Digital Learning Resources for S

- Gmail www.gmail.com
- Schoology aims.schoology.com
- Illuminate
 aimschools.illuminatehc.com/
- Powerschool
 https://americanindian.powerschool.co
 m/public/
- ALEKS aleks.com

- McGrawHill (Science)
 my.mheducation.com/login
- Standards Plus

https://digital.standardsplus.org/student-login

SRI

https://h100006768.education.scholastic.com

Quill

https://www.Quill.org

Rosetta Stone

https://Aimsk12.rosettastoneclassroom.com

AIMS Middle School Digital Resources for Parents

- → Schoology for AIMS Parents
 Presentation
- → Powerschool Parent Portal https://americanindian.powerschool.c om/public/
 - → Request for AIMS Parent Resources

AIMS Continues

Learning - from

Classroom to Home!!!

Additional Digital Learning Resources

- CASEL's Guidelines for Parents and Caretakers
- Second Step Resources of COVID-19 Support
- How to Coach Kids Through Big Emotions
- How to Talk to Kids about Coronavirus
- Videos on SEL Topics from the Greater Good
- Videos on Self Kindness
- Parent Toolkit on SEL
- Free Headspace App
- Free Mindfulness Classes for Kids

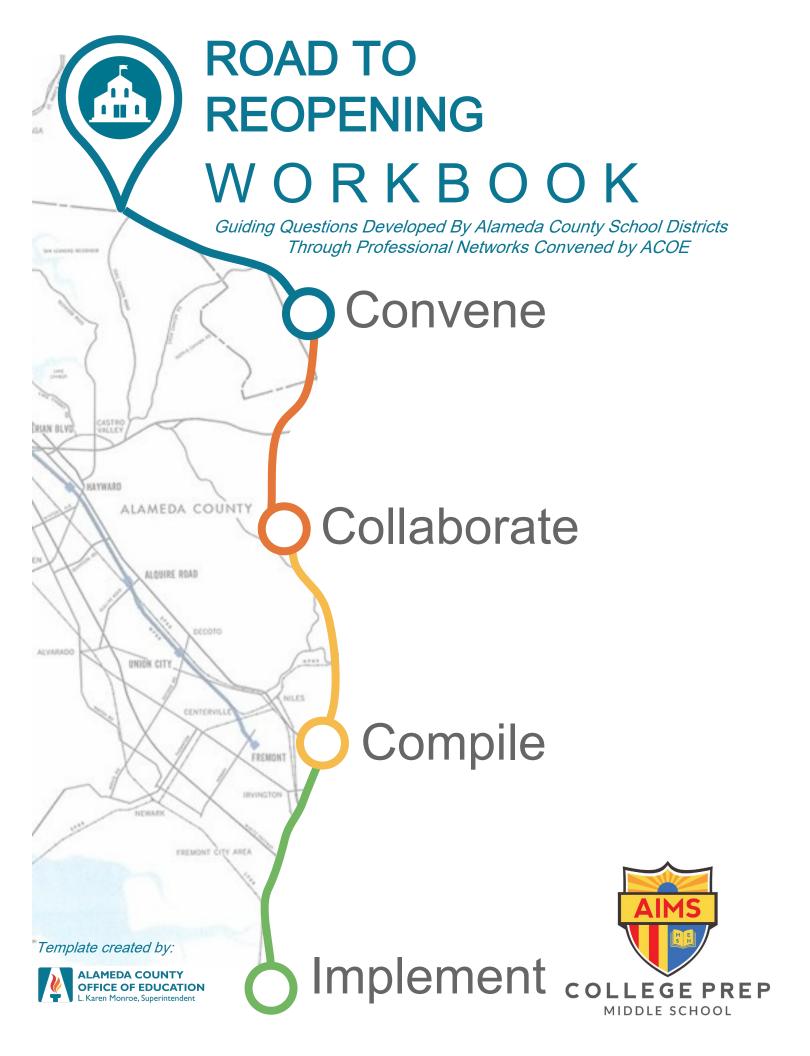
Social Emotional Learning

Curated resources on SEL that may be helpful to you and your family during these challenging times.

As I have said before, please continue to contact your student's teacher. They are your best resources for what is happening and required for

your student.







The new school year will require new curricular and instructional approaches. Further, you will need to make sure that your district's academic policies support this new context in the best interest of students and their families.

How will you **map essential standards** for the upcoming school year, including re-pacing?

We will re-design the content specific curriculum maps by focusing on targeting the essential standards that:

- Represent the major work of the content specific to the grade level, will student learning in future grades be hindered without understanding and proficiency of this specific standards.
- Connected to key ideas in previous grades.
- Extended review & reteaching the content specific key concepts and skills from previous grade to compensate any loss of learning during Distance Learning from March - June of 2019-20 school year.

What **C&I policies will need to be modified** for the upcoming school year?

We will provide, at the minimum, access to blended learning options throughout the 2020-21 school year using variety of online platforms for student learning management and content specific curriculum.

We will continue the existing C & I policies. However the systems for delivering curriculum and conducting assessments will be improvised to meet the needs of the blended learning model.

1. Teaching & Learning:

- Curriculum: Revise the curriculum maps/pacing to accommodate blended learning model. Extended review & reteaching of content specific key ideas and skills from previous grade. Focus on essential standards for each grade level with vertical alignment across the grade levels.
- *Instruction:* Provide high-quality instructional materials and appropriate technology that engage students in deeper levels of learning. Assist teachers in delivering direct instruction focused on CCCS to promote independent learning as they experience blended learning during this school year.

1. Assessment System:

Diagnostic assessments at the beginning of Quarter. Progress monitoring assessment throughout the Quarter. Summative assessments at the end of the Quarter.

- A. Move from Credit/No Credit to a Grading Policy?
- 3. Modify graduation requirements or ways to satisfy requirements (e.g. community service, electives)?
- C. Considerations for 'hands-on' classes in a virtual setting?
- D. Articulation with postsecondary institutions (e.g., UC/CSU, CC, trade schools)



What multi-tiered systems of support will be provided at multiple tiers to support students in the hybrid and/or 100% distance learning options?

We will continue to our commitment for supporting AIMS students to meet their individual needs for achieving academic success.

As the students experience blended learning during 2020-21 school year, our MTSS will be focused on the following considerations:

- Determine the which students were affected academically by Distance Learning during school closure in March-June of 2019-20 school year.
- Determine academic impact due to blended learning and how can we measure it: while they are at school and while they are at home.
- Determine any additional risk factors that students may face while learning remotely, such as availability of work space, parents struggling to adequately supervise their kids, no access to home internet services etc.

Plan for equitable RTI/MTSS for every student.

- Diagnostic assessments
- Survey Teachers 0
- **Survey Students** 0
- Schedule meetings with students
- Schedule parent problem-solving conferences 0
- Involve ELD, SPED, Counseling services for specific students
- Re-design instructional aid push in model for blended learning
- Re-design after school tutoring and Saturday Academic School for online setting.

How will you incorporate expanded learning programs to support your re-opening model?

LMS - Schoology:

- AIMS Middle School currently has Schoology as Learning Management System that will be utilized to continue instructions in remote as well as classroom settings.
- Various supporting tools/programs are integrated with schoology to enable teachers & students to access as well as edit the documents etc.
- Students' & teachers' google drives are enabled on schoology platforms. Middle School teachers received a extended Schoology training last year and their will be additional trainings at the beginning of 2020-21 school year.

Content Specific Digital Learning Resources suitable for Blended Learning

- Illuminate
- Powerschool
- ALEKS (Math)
- McGrawHill (Science)
- Standards Plus (ELA)
- SRI (Reading)
- Quill (Writing)
- Rosetta Stone (World Language & ELD)

- What are your plans to mitigate learning loss that has occured?
- How are you providing acceleration for students who did not have or had restrictive access to distance learning?
- What strategies will be used to deliver designated ELD in a virtual platform?
- How will you meet the needs of students as captured by their IEP or 504 plan?

As a leader, you will need to plan for multiple scenarios for the upcoming school year given that Alameda County Public Health will provide additional guidance in the summer months. These scenarios should include 100% distance learning to hybrid learning scenarios that allow for social distancing.

What **schedules** will you consider for groups of students in the upcoming school year?

Scenario 1: "Hybrid" schedules will feature in-class & online instruction rotation for three student groups from each class. A,B, and C groups will rotate through the school, one day in school, two days at home. This schedule will repeat and have equitable instructional minutes on campus over three weeks. In this scenario Fridays will all be virtual.

Scenario 2: "Virtual" classrooms will be a return to the 4th quarter schedules from the last academic year. In this scenario, all classes will be a mix of synchronous distance learning with direct instruction and modeling, and asynchronous assignments, adaptive software, with teacher directed assignments and modifications. It worked well to have something close to the regular on-campus schedule so that daily structure of classes were preserved, even though independent practice time was offline..

γ How will you determine student configurations?

Students will be grouped for scenario 1, into heterogeneous groupings across their grade level, preserving the previous year classes, and AIMS' preference for "looping" classes.

Teachers will be consulted in the exact mix of students to ensure maximum feasibility and minimize distraction. ELD and Resource staff schedules will also be take into consideration in group construction and schedules to maximize intervention efforts and resources.

What constitutes "attendance" in your learning model (hybrid, distance learning, etc.)? How will you clearly communicate attendance guidelines?

For the "hybrid" scenario (in-class & online instruction rotation), in-class student attendance will be taken as usual. For those students who are in the virtual part of the rotation for two days, they will have to login and participate in class in order to be considered present throughout the day.

For full virtual, or 100% distance learning, students are required to show up and participate in the class in order to be marked present. Grading on "in class" work is part of the grade for virtual classes as well as on-campus student work.

Regular follow up phone calls and restorative consequences are part of the virtual scenario plan. Having multiple staff make and follow up with those calls helps ensure a tardy student does not miss the entire class.

- A. 100% in person (for Special Education, Students of Essential Workers)
- B. Hybrid (e.g. 20% 1 day a week, 40% 2 days a week, 50% - five half days a week)
- C. 100% distance learning (for medically fragile, at parent request)

- A. Student groups (Students of Essential Workers, SWD, ELL etc.)
- B. Grade bands
- C. Family structure/siblings
- D. Access to technology
- E. Independent study
- F. Home Hospital/Medically fragile students

How will your **school calendar** be revised to accommodate different scenarios? What conversations will need to be had with your bargaining units?

The AIMS school calendar will be its usual longer than minimum required days, so the new daily requirement for minutes will not be an issue. What will be necessary is making sure that the rotating in-class and synchronous virtual class groupings are measured in a way that includes their instructional minutes. In order to maintain the physical distances required by local and state medical officials, the groupings of students on campus will be different, and will rotate.

Discussions and orientations for parents and staff have begun. Planning for full implementation has included facilities and administrative staff to follow up with and examine the full spectrum of day-to-day activities in this new reality - everything from going to the bathroom to identifying and isolating potentially affected staff or students.

NOTES

- A. Start/end date
- B. Intersession
- C. Summer school

How will master schedules be revised to accommodate different scenarios? What conversations will need to be had with your bargaining units?

The master schedule appears to be mostly the same at this point in planning. The impact will be in some minor changes to start times, in order to stagger entry into the classrooms (physical distancing), and the distribution of lunches to the classrooms. This staggered start time was already a part of our middle school day in previous years, so it will be another minor adjustment.

Conversations will need to be had with teachers and instructional staff about all of the procedures required for safe entry into the building and classroom. Trainings are being prepared which include cleaning followed by sanitizing surfaces in between students/groups, and technology skill improvements for distance learning so that transitions are more smooth.

- A. Start/end time
- B. Block

Summer school may provide you with an opportunity to pilot different design elements for scenarios such as 100% distance learning (such as new curriculum) and hybrid learning (such as social distancing).

How will you use summer school as a test pilot for fall?

Our Summer Camp is based on 100% Distance Learning model.

We are piloting various programs as a test for Fall:

- Offering to students who were adversely impacted by the distance learning during last Quarter of 2019-20 school year.
- Utilizing RTI & MTSS practices in an online format
- Various models of virtual tutoring and one-on-one support via video conferencing.
- Administering diagnostic and screening assessment
- Student & Parent problem-solving video conferencing

What curriculum and instruction aspects will you pilot this summer?

Our Summer Camp is offered to selected incoming 6th, 7th & 8th graders.

- Offer comprehensive review & reteaching of the ELA & Math content standards from their previous year's grade level that are essential for their success in their next grade level.
- In developing the curriculum map for Summer Camp, we target the essential standards for each content per grade level and selected the core concepts and foundational skills from these standards.
- Students have opportunity to move along the with curriculum map at their own pace based on their content knowledge & proficiency.
- Students are given quick diagnostic assessment for each of the core concept and targeted skills. Individualized instructions and content materials are provided based on their diagnostic assessment results.

What assessment data will you be collecting from summer school to inform re-opening for the upcoming school year?

Summer School Curriculum & Instruction model will serve as a mini-trial to predict the beginning of the 2020-21 school year.

We are collecting following data:

- How many students successfully completed the assessments via online platform within the given time with no technology issues.
- Students Progression rates
- Effectiveness of small groups, one-on-one, and whole group instruction via Zoom or Schoology Conference video conferencing.
- Students & families comfort levels with distance learning
- Attendance
- Teacher/parent communication

- A. Re-opening models as permitted within latest ACPHD quidance.
- B. Schedules that could also work for the academic year.

With new curricular and instructional approaches, you will need to provide professional development so that teachers, administrators, and other staff may best support re -opening models.

What **PD must you consider** to meet the diverse needs of your teachers?

Continuing from last year's orientation and training in the LMS platform (Schoology) as well as the individualised adaptive skill building programs of ALEKS, grammar and writing tutorial Quill, and some other digital curriculum supports, teachers will update and upgrade their knowledge during the pre-opening trainings days, or "AIMS boot camp."

Best practices for online classrooms will be led and demonstrated by teachers who have just completed at least one year of online instruction, which unfortunately concluded with full-time distance learning due to the COVID pandemic. This experience will be authoritative and realistic with many of the same students returning to this school in the coming month.

NOTES

ALAMEDA COUNTY

- A. To transition courses to virtual or hybrid on the district's learning management system?
- 3. To incorporate instructional models that best support distance learning, such as project based learning, inquiry based learning, or cross curricular integration?
- C. For assessment and grading during distance learning?
- D. For developing and maintaining virtual collaboration?

What **PD** will you provide for administrators to support distance learning, such as the assessment and evaluation of teachers conducting distance learning?

Administrators have so far not been given a curriculum prepared by other leaders who have completed a similar situation. The most helpful discussions and sharing of resources has been among charter leaders, alongside regular public school peers, as well as paying close attention to local and state superintendent of schools. This has been the most impactful advice and professional development.

Ongoing development of responses in context and thoughtful collaboration have been effective in preparing scenarios, predicting weaknesses, solving for minimizing frustration have been the agenda for nearly six months. Some outside legal and software experts have also been engaged for support in their specialty areas.

How will you **incorporate other staff**, such as expanded learning program staff, in PD to support your re-opening model?

Support staff, intervention staff, and instructional staff have begun being incorporated into the scenario planning. Plans for staffing and walking through scenarios has been happening with various non-classroom staff. Along with parent communication about these scenarios, this is a part of what we are rolling out now to communicate and solicit input as well as to identify places for building on strengths.

How will **bargaining units** be involved in order to implement a professional development program for a high quality distance learning program?

There is no bargaining unit in our district, but teachers are being solicited for input, and the grade level PLC meetings were a key place to develop the scenarios and how distance learning/virtual instruction did work, and remedy how it did not work last year. Colleagues shared their best practices, a collaboration piece which we will be continuing this coming year. Teachers who have excelled in various skills are being asked to present parts of the classroom training before the students begin school.

As you prepare for the upcoming school year, you will need to design social & emotional supports for students, staff and families, so that they can successfully re -enter at the start of the new school year.

How will you **support staff with** SEL standards so that they can, in turn, support the students in your district?

Encourage opportunities for collaboration between administrators, teachers, staff, and families. Communicate with teachers and staff their responsibility in supporting SEL needs of students and provide resources and PD's required for them to do so.

Provide opportunities for teachers and staff within the organization to share and express their SEL competencies.

How will you **structure the start of school** so that students and teachers may re-enter feeling as safe, connected and engaged as possible?

Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development. This includes devoting time to building community and listening to students' ideas and concerns.

What systems and strategies do you need to have in place to **collect** and analyze data to ensure SEL needs are being addressed and met?

Engage families, students, and staff in providing feedback on continuous improvement via school climate surveys, focus groups, or phone calls. Feedback questions will include 1) asking about the level of social and emotional support students receive from teachers, staff, or peers, 2) support that staff receive from leadership, 3) student, staff and family needs during hybrid learning, 4) student and staff emotions throughout the school/work day, and 5) how well staff are communicating with families. Dats will be used for reflection and problem solving.

How will you support embedding SEL best practices and strategies throughout all aspects of schooling during the year, as students and families will need support with feelings of anxiety, isolation, depression, trauma and lack of focus in response to the pandemic?

Teachers will check in with each student weekly, monitoring students' social and emotional status as well as their academic growth. When necessary, teachers will refer students to school counselor.

Students will engage in teacher lead developmentally appropriate discussions via weekly/bi-weekly Restorative Justice Circles to promote opportunities for students to practice and reflect on social and emotional competencies. SEL will be integrated into academic instruction by using reflection, interactions, student lead discussions, and taking "brain breaks".

How can you collaborate with county agencies more closely for referrals for public assistance, child and/or domestic abuse, counseling services, health/medical attention, and other needs?

5

Support your staff in proactively identifying and meeting the needs of students who may be struggling i.e. experiencing grief, anxiety, or trauma that may shape how they engage academically, socially, emotionally, or behaviorally. Students will be referred to the school counselor for support. Provide community based mental health, behavioral health, and crisis prevention resources for families.

You will need to plan for enrollment/registration for new and existing students to start the new school year in the correct placement.

How will you address requests for **inter-district transfers** for students who want to enter or exit the district of residence?

Much of the changes in student numbers did happen for our district before school closures, in the enrollment lottery. While a few changes in August are expected, the Middle School should not see more than 20-30, unless the COVID situation worries parents into removing students at the last minute. Classroom assignments and makeup will be determined in the next couple of weeks - before school begins.

An onboarding process for staff and students is being recorded this year, to make sure those groups can receive the same training as staff and students who arrived earlier.

How will you offer additional supports for **foster and homeless students** with enrollment, engagement, connectedness, academics, etc.?

Part of the rationale for having the three groups of students who rotate in when coming to school for in-class instruction is to make sure we are having contact with each student frequently, on a regular rotation. This is intended to directly address attendance and engagement issues for all sub-groups. Online office hours and tutoring will be a continuing model, learned and practiced by students and teachers this past year.

Instructional and afterschool program staff will be targeting students with attendance issues to follow up on student needs.

How will you **enroll** students who are starting with your district in the new school year? What modifications can be made to reduce in-person processes, such as presenting original documents?

Enrollment events occurred in March before closure. A few students will change schools (in/out) within the first month, but will be accommodated mostly through virtual contact. Orientation events will be virtual, recorded, and include links to translated documents which are required every year, including but not limited to all of the forms to the right.

What will the **immunization/medical requirements** and expectations be for enrollment, sports, etc.?

NOTES

Emergency contact cards
Technology use agreements
video/photography release form
Free and reduced lunch applications
Request for transcripts
parent/student handbook
General district information
Class schedules

Students must be supported to enter or return to classrooms and/or more structured distance learning with new expectations and rules around social norms, cleanliness, and changes in the physical and social structures at school.

How will you engage students to understand and help set new expectations and norms?

New students will learn the norms for our school, while returning students will be reminded. Part of our model is to build cohesive classrooms by looping heterogenous groups over several years as one class. That may be slower this year since they will not all be in the same room, but it will come.

What changes will you make to **extracurricular programs** (sports, student activities and clubs) and what is your timeline for decision-making?

Changes are being discussed now. The timeline allows for the school year to begin, which will greatly decide the options and impact on fall sports seasons. From that, we will make plans for the Spring as well. All sports and extracurricular activities should have nearly all decisions, including league requirements and fees, made by the end of August, 2020.

How will you **manage shared supplies** in classrooms, and areas common to the campus, such as libraries and playgrounds?

We have relatively few shared spaces. Plans for walking traffic within the school is something we are working on now. Having only $\frac{1}{3}$ of students on campus at a time will greatly reduce that issue.

NOTES

ALAMEDA COUNTY

- A. What guidelines will you set around wearing masks or other protective equipment should they be required by public health order?
- B. How will you communicate changes to the way students may interact with schoolmates, and as applicable, not be able to interact with some classmates on alternate schedules?
- C. What supervision will you put in place to ensure social distancing is maintained during recess, passing periods, and other opportunities for congregation?

A. What guidelines and supports will you create for staff to limit, remove and store additional items?

Data will be an important part of your plans. You will need to think about data elements that are common across a 100% distance learning and hybrid learning scenarios as you may switch between these scenarios throughout the upcoming school year.

What **collection of data** should you prioritize for re-opening decisions?

The first priority for re-opening must be health of staff and then of students.

Next, is the health and sanitization of the space - since the space will need to return to the same level of cleanliness as before any staff or students arrived on campus each day.

Third, the equipment and services to deliver the same high quality instruction as usual.

Fourth, is the actual curriculum and skills to engage the students online and in person.

What assessment tools will you use for formative and summative assessments in each model for reopening of schools (100% distance learning, 100% in person, hybrid)?

All of the assessment programs we use at AIMS Middle School already have digital platforms. Our LMS, Schoology, provides additional tools to administer any assessment in remote setting as needed.

Summative Assessment

- Illuminate Benchmark/Diagnostic
- SRI Reading Inventory
- StandardsPlus & Quill ELA ALEKS & HMH Math
- McGrawHill Science
- TCI History
- Rosetta Stone Languages

Formative Assessment

- (ahoot
- Quizlet
- Schoology Discussion Boards
- Google Forms
- Do Now/Exit Ticket
- **CFUs**
- Lesson Specific assignments

NOTES

- What type of assessment data will teachers use at the beginning of the school year, as students will not have CAASPP scores or local endof-year assessments?
- B. How will TK/K students be assessed at the beginning of the year?
- C. What assessment data will be used to ensure that students are in the right math class as per the Math Placement Act?
- What will new indicators be for transitioning students between tiered academic support in hybrid and distance learning models, and how will progress be monitored?

How will participation, grades, and credits be tracked after reopening of school for each learning model?

Schoology, LMS, platform is used to house all the work assigned by the teachers to all or individual students as well as all the work submitted by the students during both in school and remote learning days.

Other content specific and/or assessment digital platforms are also set up with teacher accounts who moderate and control their designated students' accounts for their learning.

Designated Administrators use their "Admin Access Features" to monitor and moderate the Schoology and all other platforms.

We will continue our traditional Grade System and send Report Cards and Progress Reports as scheduled to inform students & families with their grades and credits.

Servicing the medical -related needs of students and staff with the inclusion of school and district nurses will play a significant role in the comfort of families to have their children return to classroom settings.

If there is a **positive COVID-19 diagnosis** in the district, what role will your school and district nurses play?

Since we do not plan to offer testing within the district, we will be informed of the diagnosis from a medical professional outside the district. At that time we will enact the plans we have been working on to respond to the situation - whether to close the campus, send one classroom home, or to move to "shelter in place" for the entire district, or another medical authority recommended option.

Contracted health care workers will facilitate these moves, and help us to explain them to our students and staff.

Will there be a school nurse at every site to perform **symptom** checks or health screenings for students and staff?

The plan is to contract for a site nurse for some of the time at each school site (12th and Lakeview). That person will oversee the symptom checks along with the Heads of School.

How will **immunization requirements and wellness exams** be enforced/implemented without a waiver from the state?

As usual, we have all students complete their immunization requirements before being allowed on campus, through the registrar's office. The operations staff and clerical staff then follow up and make sure all emergency information and parent contact information is correct.

NOTES

A. Maintain confidentiality

. .

Will you need to make adjustments to how **student**4 **illness/injury/medical needs** are treated at the school site level?

How much first aid (non-urgent) will be done in classrooms?

This will need to be addressed in professional development for teachers as we prepare to return. As much as possible, first-aid needs to be addressed by the classroom teacher.

The isolation room will need to be used as a nurse's office in dire circumstances. In circumstances less dire, an administrator's office may suffice.

What **equipment and/or barriers** will be needed for school sites related to student medical needs (i.e. thermometers, plexiglass barriers, face shields, isolation rooms)?

All of those medical supplies; thermometers, face shields, an isolation room, some kinds of barriers between workers and others are being ordered in consultation with medical officials.

Student medicines that are held, not just securely, will need to be preserved and delivered in a sanitary way.

Families are key to the re -opening of schools. Clear communication and timely supports will allow parents/guardians to be partners in this critical time.

What **family supports** should you prioritize before re-opening schools, such as workshops for parents/guardians to better support distance learning at home?

Parent orientations will be gathered for all "returning to school" topics. Our thought is to record them and make them available online, as well as replay them for multiple times, with a person available to answer questions at the end.

Some parents a already asking questions about reopening plans. We are beginning already to disseminate this information.

How will districts prioritize social-emotional, behavioral and trauma informed supports for **families who are considered vulnerable**?

Beyond the academic supports, we continue to require teachers to do check-ins with students when they are participating in distance learning. Since attendance is such an important part of our model, we have great support for this teacher-student contact.

For foster youth, homeless students and other vulnerable groups the plans to have all students on campus over the course of three days requires our staff to have in person contact, not just online contact frequently.

Continuing support from the district counselor individually and in groups, is also a regular part of on campus and distance learning times.

In what ways should your district **engage with your county, city** and other local officials in executing re-opening plans (i.e. traffic planning, public transportation)?

Primarily, we are looking to county officers for guidance about the health rules we must follow. Secondarily, we will have conversations with students and families about student travel to school.

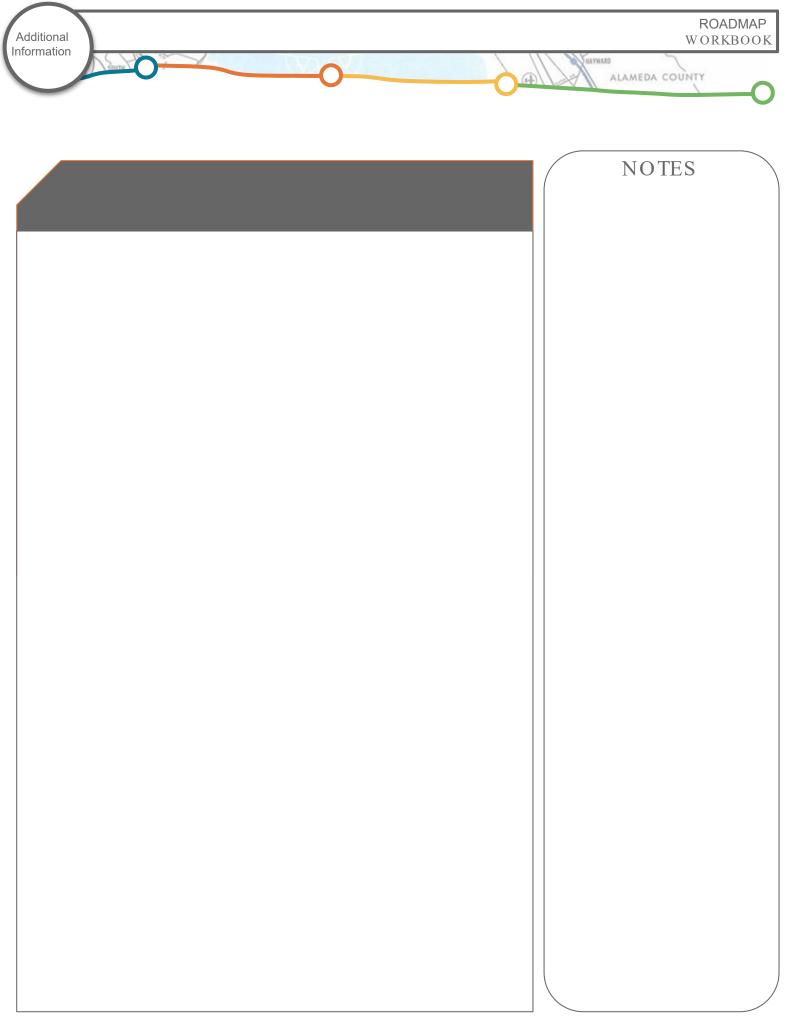
NOTES

Plans for students at school

- Cleaning and sanitizing plans
- Staffing for clean/sanitizing
- Staff training for infection prevention/safety

Plans for students during distance learning, including

- Use of technology agreements
- Login and practice navigating



Appendix xlii: Dispute Resolution

AMERICAN INDIAN MODEL SCHOOLS BOARD OF DIRECTORS POLICY

BOARD POLCIY #1007 REVISED SUMMER 2020

POLICY TITLE: Uniform Complaint Policy and Procedures

The Board of Directors ("Board") of American Indian Model Schools, a California Non-profit Public Benefit Corporation ("AIMS") hereby adopts the revision of Policy #1007 establishing its Uniform Complaint Policy and Procedures for American Indian Public Charter School ("AIPCS"}, American Indian Public Charter School ("AIPCS II"} and American Indian Public High School ("AIPHS"), each individually referred to as the "School" or collectively as the "Schools."

AIMS is committed to compliance with applicable state and federal laws and regulations governing educational programs in the operation of the Schools.

Scope

The Schools policy is to comply with applicable federal and state laws and regulations. The Schools is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws, and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender, expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Schools program or activity, and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including, but not limited to:

Accommodations for Pregnant and Parenting Pupils

Adult Education Programs

After School Education and Safety

Child Care and Development

Compensatory Education

Consolidated Application

Course Periods without Education Content

Education of Pupils in Foster Care, Pupils who are Homeless, Former Juvenile Court

Pupils Now Enrolled in a School District and Pupils of Military Families

Every Student Succeeds Act
Local Control and Accountability Plans (LCAP)
Consolidated Categorical Aid Programs
Migrant Education
Physical Education Instructional Minutes
Pupil Fees
Reasonable Accommodations to a Lactating Pupil
School Plans for Student Achievement
School Safety Plans
School-site Councils
Special Education Programs

- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and second education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil Fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which requires educational activities to be provided free of charge to all pupils without regard to their families/ ability or willingness to pay fees or requested special waivers, as provided for *in Hartzell v. Connell* (1984) 35 Cal.3d.899. A pupil fee includes, but is not limited to, all of the following.
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed with the Head of School, or Superintendent, or his/her designee.
 - d. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

- d. A pupil fees complaint shall be filed no later than one (1) year from the date the alleged violation occurred.
- e. If the Schools find merit in a pupil fees complaint the School" shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the "Schools" to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- f. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to Schools UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements.

Allegations of child abuse shall be referred to Alameda County Department of social Services, Protective Services Division or appropriate law enforcement agency.

Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the Statement Department of Fair Employment and Housing (DFEH)/

Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE)

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The Local Control Accountability Plan (LCAP) is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF Schools are required to prepare an LCAP, which describes how Schools intend to meet annual goals for pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 52060(d).

The Schools acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Schools cannot guarantee anonymity of the complaint. This includes keeping the identity of the complainant confidential. However, the Schools will attempt to do so as appropriate. The Schools may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent on a case-by-case basis.

The Schools prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint, or the reporting of instances of unlawful discrimination, harassment, intimidation or bulling. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Investigation and Officers

Schools will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC Section 200 and 220 and Government Code (GC) Section 11135, including any actual or perceived characteristics as set forth in Penal Code (PC) Section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity Schools conducts, which is funded directly by, or that receives or benefits from any state financial assistance.

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Schools compliance with law is Maya Woods-Cadiz, Superintendent, AIMS Charter Schools, 171 12th Street, Oakland, CA 94607, or call the office at 510-893-8701.

The Schools Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of the AIMS Charter Schools Board of Directors.

The UCP Annual Notification

The Superintendent, or designee, shall annually provide written notification of the AIMS Schools Uniform Complaint procedures to employees, students, parents and/or guardians, advisory Committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

The UCP Annual Notice shall include information regarding the requirements of EC Section 49010 through 49013 relating to pupil fees and information regarding the requirements of EC Section 2075 relating to the LCAP.

The annual notification shall be in English, and when necessary, in the primary language, pursuant to Section 48985 of the Education Code if fifteen (15) percent, or more, of the pupils enrolled in the Schools speak a single primary language other than English; or mode of communication of the recipient of the notice.

The Superintendent, or designee, shall make available copes of the Schools uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Schools is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designed to receive complaints.
- (d) A statement that the complaint has a right to appeal the Schools decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Schools decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws. If appliable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that Schools has violated federal or state laws, or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All arties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by Schools.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Pupil fee complaints shall be filed not mater than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Schools staff shall assist him/her in the filing of the complaint.

The complainants are protected from retaliation.

Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance office shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Schools timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his representative shall have an opportunity present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to

cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Schools' investigation and decision, as described in Step #5 below, within sixty (60) calendar days of the Schools receipt of the complaint.

Step 5: Final Written Decision

Schools decision shall be in writing and send to the complainant. Schools decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The report will contain the following elements:

- i. The findings of fact based on the evidence gathered
- ii. Conclusion of law
- iii. Disposition of the complaint
- iv. The rationale for such a disposition
- v. Correction actions, if any are warranted
- vi. Notice of the complainant's right to appeal Schools Decision within fifteen (15) days to the California Department of Education (CDE) and procedures to be followed for initiating such an appeal.
- vii. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursing civil law remedies.
- viii. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office of Civil Rights

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and the employee was informed of the Schools' expectations. The report shall not give any further information as to the nature of the disciplinary action.

Complaint Resolution

If Schools finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); and/or Physical Education Instructional Minutes (grades one through eight), Schools shall provide a remedy to the affected pupils and parents/guardians.

If Schools find merit in a complaint regarding Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades none through twelve), and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in American Indian Public Charter School ("AIPCS"}, American Indian Public Charter School II ("AIPCS II"} and American Indian Public High School ("AIPHS"), and pupils in military families, Schools shall provide a remedy to the affected pupil.

Schools ensure that an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one (1) year prior to the filing of the complaint.

Appeals to the California Department of Education

If dissatisfied with the Schools decision, the complainant may appeal in writing to the CDE within fifteen (15) calendar days of receiving the Schools decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Schools' decision.

Upon notification by the CDE that the complainant has appealed the Schools decision, the Superintendent, or designee, shall forward the following documents to the CDE:

- 1. A copy of the original complaint.
- 2. A copy of the decision.
- 3. A summary of the nature and extent of the investigation conducted by Schools, if not covered by the decision.
- 4. A copy of the investigation file, including, but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
- 5. A report of any action taken to resolve the complaint.
- 6. A copy of the Schools' complaint procedures.
- 7. Other relevant information requested by the CDE

The CDE may directly intervene in the complaint without waiting for action b the Schools when one of the conditions listed in Title 5. California Code of Regulations Section 4650 exists, including cases in which Schools has not taken action within sixty (60) calendar days of the date the complaint was filed with Schools.

AMERICAN INDIAN MODEL SCHOOLS UNIFORM COMPLAINT PROCEDURE FORM

Last Name			First Name/MI				
Student Name (if a	pplicable)		Grade	Date of Birth	Date of Birth		
Street Address/Apt	t. #						
City		Sta	nte	Zip Code			
Home Phone (_)	Cell Phone ()	Work Phone ()		
AIMS School/Office	e of Alleged Violat	tion					
For allegation(s) of n	oncompliance, plea	se check the progra	m or activity refer	red to in your complain	nt, if applicable.		
[] After School Educ	ation & Safety [] Consolidated App	lication [] Cou	urse Periods without Ed	ducation Content		
		·		e Court Pupils Enrolled ntrol & Accountability F			
[] Consolidated Cate	egorical Aid Progran	ns [] Migrant Ed	ucation [] Phy	sical Education Instruc	tional Minutes		
[] Pupil Fees []	School Plans for Stu	ident Achievement	[] School Safety	/ Plans [] School-si	ite Councils		
[] Special Education	Programs [] A	dult Education Progr	ams [] Reasor	nable Accommodations	for a Lactating Pupil		
[] Compensatory Ed	ducation [] Acco	ommodations for Pre	gnant and Parenti	ng Pupils [] Child Ca	are and Development		
For allegation(s) of u			-	ing, please check the b int, if applicable:	asis of the unlawful		
[] Age []	Gender/Gender Exp	oression/Gender Ide	ntify [] Sex (a	actual or perceived) [] Ancestry		
[] Genetic Informati	on [] Sexual O	rientation (actual or	perceived) [] E	thnic Group Identificat	ion		
[] National Origin	[] Race or Etl	nnicity [] Relig	gion [] Disabilit	y (Mental or Physical	[] Color		
[] Based on associat	ion with a person o	r group with one or i	more of these actu	al or perceived chara	cteristics		
1. Please give f witnesses were prese		•		mes of those involved,	dates, whether		

American Indian Model Schools Uniform Complaint Policy and Procedures Form Revised Summer 2020

	re you discussed your complaint or brecomplaint, and what was the result?		aint to any AIMS pers	onnel? If you have, to whom di
3. Plea	ase provide copies of any written doc	uments that may	be relevant or suppor	tive of your complaint.
I ha	ve attached supportive documents.	YES	NO	
Signature			Date	
Mail compla	int and any relevant documents to			
	s-Cadiz, Superintendent			
Am	erican Indian Model Schools			

American Indian Model Schools 171 12th Street Oakland, California 94607 Appendix xlii: Learning Continuity Plan

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
American Indian Public Charter School	Peter Holmquist, Head of School	peter.holmquist@aimsk12.org

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The unprecedented COVID-19 pandemic has impacted our school community and dramatically affected and altered the lives of our students, families and staff. The closure of schools have negatively impacted the emotional, physical, social and educational environment. Closure of our schools has resulted in families being challenged in access to basic services, and conducive school environments that are not meeting the standards that allow students to learn effectively. Families, students and staff have all been affected with higher levels of anxiety and stress due to lack of resources, inability to support their children academically during distance learning, and financial hardships due to massive layoffs due to the pandemic.

Staff and faculty are now faced with surmountable challenges however we continue to ensure in spite of these unpredictable changes that our students are supported instructional continuity in a remote learning environment by focusing coursework on new learning, as opposed to review and reinforcement. Providing and leveraging the technology needs and resources available and support resources. This includes providing a variety of support resources in order for instruction and material to be available to all students, including our special education population, students with 504 plans, English Language Learners, students with social emotional needs, and students who are in need of technology access.

We empathize with our school community who have been impacted by COVID-19 pandemic and want to reiterate that the safety of the AIPCS community is our No. 1 priority. AIPCS continues to be committed to providing high-quality learning experiences for all of our students during school closures. The plan provides opportunities for students to acquire the knowledge and skills needed to succeed at the next grade level/subsequent course, while building in flexibility to accommodate the unique circumstances of every student.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Teachers have been involved in the development of the plan for distance learning since before March. Their processing of the details, experience of the online platforms, and the foibles of each service featured in the planning of the potential on-site learning options. Without inundating teachers over their summer break, emails and other meeting offerings were shared that gave opportunities to hear updates on plans being made for "re-opening" in the Fall of 2020.

Parents and students were some of the first people beyond staff, who were informed about the developing plans for safety as we considered how to return to on-site classrooms. Taking teacher input, as well as the strong instructions from county and state officials, plans were crafted through July, 2020. These were shared with all parents over the summer as they were developing. These were communicated through multiple videos, zoom meetings, ParentSquares, and direct emails. The two most recent meetings intended to share as widely as possible included translations into Chinese and Spanish and over 90 minutes of question and answer time. These question and answer sessions were then incorporated into the ongoing message to respond to parent and student concerns.

A new email address was set up in April to serve as a clearinghouse for information about the Middle School. Staff received training on how to address the needs or directed to whom the questions should go. Appointments were scheduled for resource drop off and pick-up through that email address.

[A description of the options provided for remote participation in public meetings and public hearings.]

All Board meetings, committee meetings while also posted onsite, were posted online on the district website, with video conferencing, or zoom links. Parent meetings were posted through ParentSquare and reached 620 people's devices. Translation of announcements and meeting scripts were translated. Meeting links were translated.

[A summary of the feedback provided by specific stakeholder groups.]

Parents appreciated the opportunities to hear administrators and the district respond to their concerns. Main items or topics of concern included: 1) the desire to keep a student home rather than send them to school when that became a possibility, 2) a concern for some aspect of technology (ease of use, access, availability, wi-fi), or 3) support for struggling students in this online classroom time.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The District legal team is working to complete a permission form to allow a student to "opt-out" of on-site classrooms. (State laws obviously impact the form's development as well.) Teacher concerns for a safe work environment continue to clarify the need for front and back office practices in cleanliness and safety. Parent concerns for (#1 above) keeping students home was addressed repeatedly orally, and in messaging to communicate the process and confirmation of the parent choice when it became available. Parent concerns for one aspect of technology (#2 above) was addressed by providing digital resources for students and devices with which to reach them. Another aspect of technology concern was the provision for parent links - access - to their student's information. In addition, our school continues to have information sessions and tutorials to help parents (and students) with logging into the online platform (LMS) that serves as the focus of much of the handing in and passing out of digital resources and assignments. The district continues to support individual families with referrals to low cost internet plans and hot spots as main strategies to the problem of internet access. Support for students who do not seem to be flourishing in this digital environment is being addressed by tutoring after class hours, Saturday school support, and other Teacher Office

Hours. An Instructional Aide has been hired to help in various classes. English language learners and Special Education students also receive dedicated staff support.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We prepared two scenarios for returning to school this Fall 2020. The First Scenario is for on-site instruction: "Hybrid" schedules will feature in-class & online instruction rotation for three student groups from each class. A,B, and C groups will rotate through the school, one day in school, two days at home. This schedule will repeat and have equitable instructional minutes on campus over three weeks. In this scenario Fridays will all be virtual.

Students will be grouped for scenario 1, into heterogeneous groupings across their grade level, preserving the previous year classes, and AIMS' preference for "looping" classes. Teachers will be consulted in the exact mix of students to ensure maximum feasibility and minimize distraction. ELD and Resource staff schedules will also be take into consideration in group construction and schedules to maximize intervention efforts and resources.

Support for students who do not seem to be flourishing in this digital environment is being addressed by tutoring after class hours, Saturday school support, and other Teacher Office Hours. An Instructional Aide has been hired to help in class. Special Education students also receive dedicated staff support. English Language Learners receive specific instruction as well as supplemental supports from targeted software.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Student Chromebooks, computer refresh, internet hotspot purchases, and ongoing internet services in 2020-21 school year	\$9,216.41	[Y /N]
Classroom technology upgrades - projectors, projector brackets	\$1040.59	[Y /N]
New computers for teachers and support staff	\$10,290	[Y /N]
Teachers and substitute teachers	\$703,839.87	[Y /N]
Academic Deans/Instructional Coaches	\$100,712.04	[Y /N]
Professional development for teachers, lead teacher, classified support staff, and administrators	\$3,000.00	[Y /N]

Services for English learners ELD support and development	\$5162.15	[Y /N]
Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops - PowerSchool - Student information system and ParentSquare and Ringcentral		[Y /N]
Schoology, Illuminate, ALEKS, Quill, Standards Plus, Scholastic Reading Inventory, GoGuardian - Educationa Platforms	\$47,939.98	[Y /N]
Intervention Aides, attendance clerks, support staff	\$87,459.00	[Y /N]
Intervention Staff Salaries	\$129,618	[Y /N]
Counselor + Supplies	\$38,462	[Y /N]
BACR Staff Member x 4 to supervise students who don't have adult supervision at home	\$20,000	[Y /N]
The school has prepared for possible in-person learning by purchasing cleaning supplies, upgraded HVAC filters, and protection materials (including plexiglass, and PPE). Upgraded cleaning is essential for safety.	\$40,000	[Y /N]

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

LMS - Schoology:

- AIMS Middle School currently has Schoology as our Learning Management System that is utilized to continue instructions in remote as well as classroom settings.
- Various supporting tools/programs are integrated with Schoology to enable teachers & students to access as well as edit the documents etc.
- Students' & teachers' google drives are enabled on Schoology platforms. Middle School teachers received an extended Schoology training last year and there was additional training at the beginning of, and ongoing PD during the 2020-21 school year.

Content Specific Digital Learning Resources suitable for Blended Learning

- Illuminate
- Powerschool
- ALEKS (Math)
- McGrawHill (Science)
- Standards Plus (ELA)
- SRI (Reading)
- Quill (Writing)
- Rosetta Stone (World Language & ELD)

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The district and school have invited responses to multiple surveys in which families can mention or describe their need. Teachers have been alerted to watch and make provision to include students who seem to have connectivity issues. Distribution of resources takes place on a publicized day for grade levels to come in and check out a device. At that time passwords and login information has been given out. Families who miss the official day, or who have problems with their technology are invited to contact middleschool@aimsk12.org to make an appointment, or get a response seeking more information before requiring replacement of the device. At this time around 300 devices have been distributed to the MS alone (252 over three days).

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

"Video camera on" attendance is taken in classes throughout the day to track student presence. Daily assignments, some of which require student engagement with peers or the teacher, as well as research, reading, writing, summarizing, problem solving are handed in, both during class and asynchronously through the LMS. Last year the AIPCS began a practice of weekly assessments. That practice is also continuing.

Grade level and department teams are coordinating time required and value (grading) as well as vertical alignment for units of study.

The curriculum and pace of our normal curriculum is intended to continue in this new setting/environment.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Teachers and support staff have been receiving in house and vendor provided professional development from Powerschool, Schoology, Standards Plus, a curriculum provider, GoGuardian, as well as discussions and presentation from peers with experience in our context and administrators about increasing student engagement online, supporting sub-populations, safety issues and keeping safe when coming to campus for resources. Teachers have been introduced to the plans for potential return to campus plans (Scenario #1 above).

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Few staff have been impacted as far as hiring and areas of responsibility. A few clerical staff are working more online and have been tasked with handling and processing more digital information (logins, web site information). Teachers continue to be a major resource for their classes, but they began using almost all of the current resource last fall (Fall 2019) before COVID-19. The newly hired Instructional Aide is required to visit classrooms virtually, but he would have done the same thing, had it been in person.

Attendance, always important, is more so now that it is possible for students to miss out on part of a class at a different time of day than the ADA required attendance meeting. Teachers are taking attendance in multiple classes, instead of just one, but they are using the same software program as always.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Teachers are alerted to identified students who have been "found" (student find), as well as having been alerted to the particular needs of some students in our community. Clerical staff, responsible for attendance calls have been given call scripts to consistently offer supports to students and their families.

While students are in heterogeneous groupings across their grade level, teachers are being consulted in the exact mix of students to ensure maximum feasibility and minimize distraction. ELD staff have met with each teacher to maximize intervention efforts and resources.

Support for students who are not flourishing is being addressed by tutoring after class hours, Saturday School support, and Teacher Office Hours. An Instructional Aide has been hired to help across classes. Special Education students also receive dedicated staff support. English Language Learners receive push in and pull out times as well as supplemental supports from targeted software.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Student Chromebooks, computer refresh, internet hotspot purchases, and ongoing internet services in 2020-21 school year	\$9216.41	[Y /N]
Classroom technology upgrades - projectors, projector brackets	\$1040.59	[Y /N]
New computers for teachers and support staff	\$10,290	[Y /N]
Teachers and substitute teachers	\$703,839.87	[Y /N]
Academic Deans/Instructional Coaches	\$100,712.04	[Y /N]
Professional development for teachers, lead teacher, classified support staff, and administrators	\$5,000.00	[Y /N]
Services for English learners ELD support and development	\$37,023.00	[Y /N]

Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops - PowerSchool - Student information system and ParentSquare and Ringcentral		[Y /N]
Schoology, Illuminate, ALEKS, Quill, Standards Plus, Scholastic Reading Inventory, GoGuardian - Educational Platforms	\$47,939.98	[Y /N]
Intervention Aides, attendance clerks, support staff	\$129,618.33	[Y /N]
Counselor + Supplies	\$38,462.00	[Y /N]

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Based on assessment data used a regular part of our formative assessment program, which includes the Illuminate Benchmark program, Scholastic Reading Inventory, and now grade level continual assessments using ALEKS and weekly formative testing, there has been a small impact on the student population thus far, from COVID-19 caused closures. The continuing assessment plan remains the same. Last year, additional assessments were added which we are still testing to see how they add to the picture of student mastery, or lack thereof, especially in English Language Arts. Those tools include Quill and Standards Plus.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Support for students who are struggling with some learning loss, and for whom there is a need to accelerate learning progress are being addressed by tutoring after class hours, Saturday School support, and Teacher Office Hours. An Instructional Aide has been hired to help across classes. Special Education students also receive dedicated staff support. English Language Learners receive push in and pull out times as well as supplemental supports from targeted software.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

All students participate in assessments including, but not limited to diagnostic assessments, grade level benchmarks, and online standardized assessments with self-adjusting subject matter to target areas of learning loss or areas of need (ALEKS, Khan Academy).

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Illuminate Benchmark Program + ALEKS + Standards Plus + Scholastic Reading Inventory		Y
Intervention Staff	\$129,618	Υ

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

When classroom teachers, support staff or parents make referrals of students, reporting urgent or lower-tiered behaviors indicating mental health concerns, the Head of School and/or Dean of Students report directly to a state-licensed MFT counselor within 30 – 60 minutes. A referred student is then placed on a counselor's client list and flagged for immediate contact. A clinical assessment is made, and a treatment plan is established, including a behavior modification plan, and this plan is shared with consenting parents and related school staff. If indicated, students begin meeting with a counselor and are in session with the counselor for 45 minutes per week. Currently, the counselor meets with an ongoing roster of approximately 70 active student clients.

Staff Professional Development modules are presented to staff regarding a wide range of mental health issues. Staff is also trained in ways to spot mental health concerns and make effective and timely student referrals to counselors.

Current state-of-the-art mental health strategies applying to the social and emotional learning in the context of Covid-19 are taught and provided to staff and students on a quarterly basis. These strategies are resourced from the CDC, State of California Mental Health Agency, and the UC Berkeley Greater Good Science Center.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys by staff of student engagement and participation. Regular emotional engagement surveys will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus during distance learning.

Indicators monitored by staff to serve as emotional engagement metrics will include:

- Level of engagement with support staff/groups
- Participation in activities
- Participation in co-curricular and extra-curricular activities

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Administrators have been reaching out to families since the on-site closure in March. Nearly weekly emails and texts, leading up to parent meetings with translations into the major languages for our district before school began. Now, since the beginning of online instruction this Fall, teachers have been the major points of contact alongside supporting clerical staff and administrators.

Resource collection and distribution events are spaced to provide content unit materials. These events are separated into grade level and class groups and have been opportunities to check in as well as offer the "hard" resources (computers and books) and access to "soft" ones (passwords, login information, teacher contacts and school information).

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

AIMS nutrition services will continue implementing procedures developed during the spring school closures to ensure safe and effective meal services. This include use of a drive-thru process for families that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, clear signage at all distribution points to reinforce social distancing practices, use of masks for community and staff required per state and county health guidelines.

All students in the district have access to nutritious meals. We are able to provide our students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All meals, foods and beverages sold or served at school meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meals. All meals are provided throughout the term of distance learning. Families are given five day meal kits to ensure accessibility and all CDC requirements are met to ensure families are distributed meals safely. Our district has provided families with the convenience of applying for lunch applications online and in person. All families that qualify for free or reduced meals are informed and encouraged to to pick up meals. All families that qualify for paid meals are encouraged to participate in the NSLP (National School Lunch Program), payments are set at a minimum for paid families to ensure meals are affordable for families that do not qualify for free or reduced priced meals. During distance learning all meals are distributed once a week and families are given five day meal kits. All meal kits cover the components that ensure healthy meals per serving. During in person instruction, meals will be distributed in person to all students. All food handlers and staff supporting are qualified and certificated and approved by Alameda County Environmental Health to distribute food during COVID-19. All staff have been trained and will follow CDC guidelines to ensure proper food handling and distribution.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
N/A	Hired Instructional Aide	\$24,177.58]	[Y /N]
Actions Related to In-Person Instructional Offerings	Hire a School Nurse and Design a state-of the art Nurse's office	\$40,000	[Y/N]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.67%	\$495,442.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

- 1) Clerical staff, responsible for attendance calls have been given call scripts to consistently offer support to students and their families. ELD staff have met with each teacher to maximize intervention efforts and resources. Current and new ELD students (receiving integrated and designated services) have been identified and planning begun. English Language Learners receive push in and pull out times as well as supplemental supports from targeted software. Struggling students are being addressed by tutoring after scheduled class hours, Saturday School support, and Teacher Office Hours. An Instructional Aide has been hired to help across classes. Special Education students also receive dedicated staff support. School resource days also support students in these groups ensuring students are supplied with the required materials.
- 2) Staff scripts help consistency in approach and questions asked of families and students following up on attendance or resource needs, in addition to maintaining school contact records. ELD strategies and support have already been working in maintaining higher levels of performance among that group within our school. Our goal is to maintain and improve that work this year. Low income and foster youth, where those groups crossover, as well as refugee families are less clearly identifiable, so using the scripts and teacher contact will continue to be a focus. This focus is actually a new development in how we do attendance and contact calling.

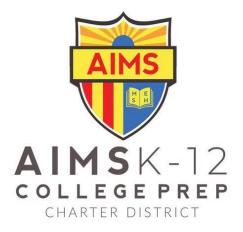
[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Services to these sub-groups have been increased especially for English Learners who are easily identified. Low-income students have been a part of our school (70+% Title 1), so including their concerns are typical for all planning and budgeting. Because we are doing as much or more follow-up since students can more easily drop off of one class or another, there are more opportunities to find out more about a student's situation. Clerical staff are making at least as many phone calls. Teachers are making more calls to students and writing more emails to students and families. The entire educational program has been receiving more scrutiny and intentional decision making since last Fall (2019), renewed in February and March, and then into the beginning of this academic year (2020-2021).

https://www.cde.ca.gov/re/lc/learningcontattendplan.asp#:~:text=The%20Learning%20Continuity%20and%20Attendance%20Plan%20(Learning%20Continuity%20Plan)%20is, be%20addressed%20during%20the%20COVID%2D

CDE - Learning Continuity and Attendance Plan Template will be posted by August 1, 2020

Appendix xliv: Staff Handbook



2020-2021 Staff Handbook

AIMS College Prep Elementary (Grades K-5) AIMS College Prep Middle School (Grades 6-8) AIMS College Prep High School (Grades 9-12)

171 12th Street

Oakland, CA 94607 Tel. 510.893.8701 Fax 510.893.0345

www.aimschools.org

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Important Message Regarding The AIMS Handbook

At AIMS we work hard to meet the needs of our stakeholders, and we have set rules and policies. The AIMS handbook is not a list of suggestions. The AIMS handbook directs how we will operate as a community, all AIMS stakeholders are expected to follow what is written.

There are many communities and schools in Oakland, AIMS is not for everyone, and we support any employee that makes the personal choice to find a school that does not have the same rules or policies as AIMS. Edjoin.org has a list of educational organizations that are hiring.

SECTION I: FOUNDATIONAL BELIEFS

The purpose of this section is to familiarize the employee with the foundational beliefs of AIMS K-12 College Prep Charter District . Employees will be required to memorize these foundational beliefs

AIMS Tenets

1) Family; 2) Accountability; 3) High Expectations; and 4) Free Market Capitalism

AIMS Framework

High Expectations + High Support = Students' Success

AIMS Slogan

"Whose Strong? AIMStrong!"

AIMS Mission Statement

AIMS K12 College Prep Charter District offers a rigorous program designed for academic excellence with the goal of closing the achievement gap while raising the bar. Our ultimate mission is to have all of our students be accepted to a four-year college or university

AIMS Credo

The Family: We are a family at AIM Schools.

The Goal: We are always working for academic and social excellence.

The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will

always be a part of the AIM Schools family.

AIMS Values

At AIMS we value:

Excellence - Commitment to excellence in all that we do

Wisdom and Knowledge - Pursuit of wisdom and knowledge as intrinsically valuable

Empathy - Recognition of dignity and worth of every human being

Family and Community - Building of family and community

Equity - Social awareness and justice that leads to action

Legacy - The continued preservation and development of AIMS methodologies for 21st century learners and educators.

Our Core Values

- 1. We are a family at AIM Schools.
- 2. When teachers, families and students follow and support the AIMS Model as written, children are guaranteed to be prepared for college.
- 3. We create an extended family with administration, teachers, staff, students, family, and selected community. Students, teachers and staff are expected to clean and take care of the school property. Parents and family are expected to be a positive and supportive presence.
- 4. Teachers spend two years with their students in grades 1-2 and three years with their students in grades 3-5 and grades 6-8, teaching all core academic subjects. This creates an environment of strong academics and a family culture.
- 5. Former AIM Schools students enrolled in college may be paid to work with our current students.
- 6. The AIMS community supports and guides all our students by engaging in restorative practices and alternatives to traditional discipline. The AIMS community does not give up on our students
- 7. All current and former students are encouraged to sign up on the alumni page on the AIMS website.

SECTION II: EMPLOYMENT POLICIES AND PRACTICES

AIMS Facilities Use

During the COVID-19 restrictions, AIMS facilities will be for the primary use of AIMS students and staff. Any other use must be approved by the Superintendent or her designee through the completion of an AIMS Facilities Use Form.

Classrooms

- 1. We value cleanliness! Staff and students must ensure classrooms are kept neat and in order.
- 2. Custodial will do deep cleaning of each classroom daily.
- 3. There should never be anything left on the floor or on the desks after school. Anything left on the floor will be thrown away.
- 4. The teacher's desk should also be neat and clean at the end of each day.
- 5. Do not keep unsealed food in the classroom.
- 6. Boards should be cleaned with board cleaner (not antibacterial wipes) at least once a week, when applicable.
- 7. Students and staff are to wash hands frequently
- 8. Students and staff are to maintain social distancing and wear PPE
- 9. Students and staff are not to share materials and equipment

Bathrooms

- 1. Students shall report any bathroom uncleanliness brought to their attention to their teacher.
- 2. Students must sign in and out of the classroom when going to the restroom.
- 3. Inform the administrative assistant if the bathrooms are low or out of toilet paper, soap, paper towels, or toilet seat liners.
- 4. Although we want to discourage students from abusing bathroom usage during instruction, students will not be prohibited from using the restroom as needed. K-3 students are required to have restroom breaks.
- 5. Regular disinfecting of restrooms will take place throughout the day.

Doors

- 1. The following items will be posted on **both sides of classroom doors**: 1) credo; 2) mission statement; 3) slogan; 4) daily schedule; 5) class name and 6), teacher's name and classroom number.
- 2. COVID-19 safety postings
- 3. Doors should **always** be neat with papers securely posted.

Initial Teacher / Parent Meetings

All new and returning teachers must schedule a 15-minute meeting with each student's family before September 15th of each year. Meetings must be done virtually.

Study Hall

Study Hall is an integral component of the AIMS Model, and, when executed properly, is effective in providing quality study time that is essential in preparing our students for academic success. In addition, a properly functioning study hall sets the tone for the school day and models real-life conditions of a college-preparatory environment. Teachers are expected to implement and hold students accountable to AIMS Study Hall Policies. Procedures on how this will happen will vary by school and grade span.

Tutoring

- 1. Tutoring is an essential component to academic improvement and AIM Schools' success.
- 2. All students with a grade of C- or below in grades 3-12, and or demonstrating low-fluency in grades K-2, must receive tutoring.
- 3. These students will also be required to attend Saturday School (grades 3-12) to receive additional help. Saturday School is an opportunity for all teachers to be available for students who need help.
- 4. Students who have low standardized test scores
- 5. If a parent requests tutoring for their child or a student requests tutoring, the request will be evaluated, and the student will be placed in tutoring based on need and availability.
- 6. Students must, whenever possible, attend all scheduled tutoring sessions. The administrator, classroom teacher, and Instructional Aides must be informed in writing if a student is absent or did not attend a scheduled tutoring session on the same day.
- 7. Tutoring sessions should not be used for students to complete missed exams or homework

Student of the Month

- 1. Student of the Month is awarded to one student each month.
- 2. Teachers will submit their nominations to the administrative assistant by the last day of each month.
- 3. Teachers are responsible for displaying these winners inside or outside the classroom.

Honor Roll

- 1. Students who earn a GPA of 3.33 or higher will be placed on the Honor Roll. Honor Roll students may not have a grade of C- or below.
- 2. This includes all subjects (including PE, Mandarin, writing, etc.).
- 3. Teachers will submit a list of Honor Roll students to the office with each quarter report card.

Superintendent's List

- 1. Students who earn a GPA of 4.00 an academic semester will be placed on the Superintendent's List.
- 2. Students who earn a GPA of 4.00 an academic semester and have perfect attendance will also earn "Cum Laude" distinction.

Honorable Mention

- 1. Students who earn a GPA of 3.00 or higher will be placed on Honorable Mention. Honorable mention students may not have a grade of C- or below.
- 2. Teachers will submit this list with the list of Honor Roll students.

Physical Education

- 1. The PE teachers will recognize excellent physical performance (i.e., top mile times) with a display at the front of the school.
- 2. This needs to be updated at least each quarter.

Perfect Attendance Competition Counts

- 1. AIMS will use the District standard for tracking perfect attendance, with the exception of the District's standard that students who are absent for the entire day but who come to school to drop off their completed homework and pick up their homework assignments will be considered present.
- 2. Only students who show up to school on a given day will be considered present.
- 3. Students who are absent, and whose family members or friends pick up homework assignments, will be considered absent and the class's perfect attendance count will return to zero.
- 4. The site administrators may make exceptions to this policy on a case-by-case basis as circumstances dictate.

STUDENT ASSESSMENT

- 1. All grades, including physical education grades and elective grades count toward the Grade Point Average (GPA).
- 2. Progress reports are distributed every three weeks. If a student is failing any subject, he or she will receive a progress report. A grade of **C- or lower** is considered to be failing.
- 3. Comments on report cards and progress reports are essential. Notification of retention should not only be on the report card. Families of students who are at risk of being retained will be informed in writing and in person. Documenting the possible retention in the student's report card shall only be one form of communication. (See Retention and Promotion Policy.)
- 4. Two copies of the report card will be sent home with the student. One copy is for the family to keep and the other is to be signed and returned to the teacher. A third copy will be kept in the student's classroom file in case the student loses the copies sent home.

GRADING SCALES

K-1st Grade Reading Scores

Grade	Fluency Scores	Comprehension Level
E	Above Grade Level WPM	Exceeding Common Core State Standards (CCSS) expectations per grade level
P	K 60-74 WPM 1 st 75-100 WPM 2 nd 101-120 WPM	Meeting CCSS expectations per grade level
В	Below Grade Level WPM	Not meeting CCSS expectations per grade level

K- 1st Grade Math Scores

Grade	Fluency Scores
E	Exceeding mastery of CCSS on AIMS' pacing guide
P	Meeting mastery of CCSS on AIMS' pacing guide

В	Not meeting mastery of CCSS on AIMS' pacing guide	
	1 That meeting mastery of eless on thinks palong garde	

2nd-8th Grade

Grade	Score	Grade Points
A	94-100	4.00
A-	90-93	3.67
B+	88 – 89	3.33
В	84 – 87	3.00
B-	80 - 83	2.67
C+	78 – 79	2.33
C	74 – 77	2.00
C- or below is a non pass		

High School

Percentage	Grade	Points	Points for Honors/AP/ College Courses	
94-100	A	4.0	5.0	
90-93	A-	3.67	4.67	
88-89	B+	3.33	4.33	
84-87	В	3.0	4.0	
80-83	B-	2.67	3.67	
78-79	C+	2.33	3.33	
74-77	С	2.0	3.0	
C- or below is a non pass				

STAFF ATTENDANCE POLICY

The following are the only excused absences for 11 month employees. 12 month employees may add vacation time to this list.

- ➤ Jury Duty
- Funeral services of an immediate family member (one day if the service is in California and not more than three days if the service is outside California). Members of the immediate family, as used in this section, means the mother, father, grandmother, grandfather, or a grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the employee, or any relative living in the immediate household of the employee.
- ➤ Illness or medical appointment during school hours of a child of whom the pupil is the custodial parent
- > For justifiable personal reasons when the pupil's absence is requested in writing by the parent or guardian and approved by the Head of School or a designated representative pursuant to uniform standards established by the governing board.
- > For the purpose of serving as a member of a precinct board
- For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position.
- ➤ For the purpose of attending the naturalization ceremony to become a United States citizen.
- ➤ Authorized family/medical leave in accordance with state and federal law

All other absences are "unexcused" absences, with the exception of 12 month employees taking earned vacation time or those placed on Administrative leave. Unexcused absences may result in the docking of pay as well as other disciplinary action up to and including dismissal.

STUDENT SAFETY AND LIABILITY

- 1. Safety is one of our first concerns. Students must **NEVER** be left unsupervised.
- 2. Staff members must monitor students during pick-up and drop-off.
- 3. Injuries during the school day must be reported, and an Accident Report Form must be obtained from the office and completed. A copy of the report must be placed in the student's file, administrator's mailbox, administrative assistant's mailbox, and teacher's mailbox

- 4. Teachers must **ESCORT THEIR OWN CLASS** to lunch and physical education (when applicable)
- 5. Teachers should use caution and professional judgment when interacting with students outside of school. Teachers should never accept or invite pupils to join their social media circle (e.g., "Friending of Facebook").
- 6. Teachers must be alert and cautious at all times when escorting students off campus (including field trips, outings to the park, and when running the students around the block during PE).
- 7. Memos and letters to parents or family members must be approved and initiated by the Division Head/Head of Schools or designee before being distributed.
- 8. Student and staff injuries must be documented on the AIMS accident report form. Your Head of School or designee will have a copy of this form.

CHILD ABUSE REPORTING POLICY

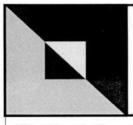
Child abuse includes: physical abuse, sexual abuse (including both sexual assault and sexual exploitation), extreme emotional abuse, willful cruelty or unjustified punishment, unlawful corporal punishment or injury that is willfully inflicted, resulting in a traumatic condition, and/or neglect (including both acts and omissions). Child neglect is defined as negligent treatment which threatens a child's health or welfare.

In accordance with Sections 11164-11174.3 of the California Penal Code, all certificated employees, employees of child care centers, instructional aides, teacher's aides, teacher's assistants, and classified employees who have been trained in the duties imposed by this law and are considered to be mandated reporters. Any one of these specified employees who knows or reasonably suspects that a child has been a victim of a child abuse and/or neglect incident must do the following:

- 1. Report the incident to a child protective agency (i.e., Department of Children and Family Services), the Police (not School Police), or Sheriff's Department, County Probation Department, or a County Welfare Department immediately by telephone.
- 2. Send a written report of the incident to the same agency within 36 hours. Although the Penal Code obligation to report applies to the aforementioned employees only, it is the policy of AIMS that *all* employees shall comply with the law's reporting procedure whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

Additionally, teachers and counselors are legally bound required to immediately inform a parent and/or authority and report the following instances to the Head of School, who

will contact law enforcement and/or the student's parent/guardian in accordance with the law: (1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; (2) when a student indicates he or she is going to physically harm another person or jeopardize another person's life or has knowledge that another person's well-being is threatened; (3) when a student indicates he or she is being physically and/or emotionally abused; (4) when a student indicates he or she has committed a felony.



CALIFORNIA MANDATED REPORTING EASY STEPS...

WHAT MUST BE REPORTED and HOW TO REPORT!

What Must be Reported:

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Sexual Abuse
- · Emotional Abuse
- Neglect

The mandated reporter must only have *reasonable suspicion* that a child has been mistreated. The case will be further investigated by law enforcement and/or child welfare services.

How to Report:

By Phone: Immediately, make a telephone report to child welfare services or to a Police or Sheriff's department. For a list of phone numbers for child welfare services see attached pages.

- 1. Child Welfare Services phone # 510 259 1800
- 2. Police Department phone # 510 777 3333
- 3. Sheriff Department phone # 510 272 6878

<u>In Writing:</u> With 36 hours, fax a written report must be faxed or by electronic submission. The written report should be completed on a state form called the 8572, which can be downloaded at http://ag.ca.gov/childabuse/pdf/ss 8572.pdf

Other information:

- · Safeguards for Mandated Reporters:
 - 1. The child abuse and Neglect Report Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
 - 2. As long as a report is filed on good faith, a mandated reporter cannot be sued in civil or criminal court.
- Failure to report:
 - Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.
- For the complete law and a list of mandated reporters refer to California Penal Codes 11164-11174.3.

This document and Mandated Reporting information can be found at www.mandatedreporterca.com

Statement Acknowledging Requirement to Report Suspected Child Abuse

The California Penal Code prohibits sexual abuse, sexual assault, sexual exploitation, child neglect, the infliction of cruel or inhuman corporal punishment, and unjustifiable physical pain or mental suffering on a child. In addition, the Penal Code prohibits allowing or causing a child to be placed in a situation that endangers a child's health or person.

Section 11166 of the Penal Code requires any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse report the known or suspected instance of child abuse to a child protective agency. The report must be sent to the child protective agency within 36 hours of receiving the information concerning the incident.

"Child Care Custodian" includes all persons who interact directly on a regular basis with pupils, including teachers, administrators, pupil service employees, paraprofessionals and volunteers. "Health practitioner" includes nurses, physicians, psychologists, and family and child counselors.

As an employee of AIM Schools, your employment position falls within the definition of Section 11166 of the California Penal Code. Therefore, you are mandated to comply with the child abuse reporting requirement as stated above.

I, the Section 11166 of the California Penal provisions.	have read and understood the requirements of Code as outlined above and will comply with those
Signature:	Date:
A signed copy of this form must be placed	d in the employee's file

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STUDENT FILES

- 1. Teachers must maintain their own student files in the classrooms that include:
 - a. Detention slips and any other discipline related document
 - b. Progress reports and report cards
 - c. Any other document related to the student for the school year
- 2. Doctor's and parent's notes go to the office.

HOMEWORK POLICY

- 1. Teachers should assign homework on a daily basis. The following is the average amount of time that students should spend for daily homework completion at each grade level:
 - a. 30 minutes for K 2nd
 - b. 45 minutes for 3rd
 - c. 1 hour for 4th and 5th
 - d. 1 hour and 15 minutes for 6th
 - e. 1 hour and 30 minutes for 7th
 - f. 1 hour and 45 minutes for 8th
 - g. 2 hours for 9th
 - h. 2 hours and 30 minutes for 10th, 11th, and 12th grades.
- 2. Students need to be held accountable for completing daily assignments, and assessment is necessary to measure student progress.
- 3. Instructional time should **not** be used to have students call out numbers for teachers to record in grade books.
- 4. Students in grades K-6 should not take home more than two large textbooks a night.
- 5. Homework shall not be done during the regular class day or during detention.

STUDENT BEHAVIOR MANAGEMENT

Acceptable Forms of Behavior Management

- 1. Warning
- 2. Behavior Contract
- 3. Parent Conference
- 4. Counseling
- 5. Loss of privileges (extracurricular activities, etc.)
- 6. Sending a student to another classroom for a limited period of time.
- 7. Additional required hours at school: detention or Saturday School.
- 8. Additional school work: extra homework, writing lines or copying materials, additional study/review.
- 9. Community Service: Clean, organize; take out trash, sweep, etc. AIMS will provide gloves and necessary cleaning supplies as appropriate.
- 10. Communication tools: Students write letters of apology or to their families to discuss poor behavior/performance.
- 11. Confiscation of prohibited items
- 12. Suspension or Expulsion in extreme cases and with leadership approval pursuant to the Suspension and Expulsion Policy (Insert link to policy)
- 13. Any other form of discipline must be approved by the Head of Schools or designee.

CONFISCATED ITEMS

- 1. Obtain a Confiscated Items Form from the office and fill it out (signed by the teacher and the student). Give the form and item to an administrator.
- 2. The administrator will also sign the form and file it in a binder.
- 3. The item will be placed in a bag with the student's name inside the bag. The bag will be placed in a locked box or safe.
- 4. Items will be returned to students at the end of the week, or in the case of repeated violations or dangerous items, the student's parent will be required to come to school to pick up the item. Illegal items may be turned over to law enforcement.

DETENTION

1. Detention procedures differ by site. Please refer to your Head of Schools or designee for time and location.

SOCIAL MEDIA POLICY

In light of the explosive growth and popularity of social media technology in today's society, AIMS has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees and students. This policy applies to situations when you: (1) make a post to a social media platform that is related to the Charter SchoolAIMS; (2) engage in social media activities during working hours; (3) use AIMS equipment or resources while engaging in social media activities; (4) use your AIMS e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with AIMS.

For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Instagram, SnapChat, Pinterest, LinkedIn, and YouTube, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, the Charter' School's other policies, rules, and standards of conduct. For example, AIMS policies on confidentiality, use of AIMS equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with all AIMS policies whenever your social media activities may involve or implicate AIMS in any way, including, but not limited to, the policies contained in this Handbook.

STANDARDS OF CONDUCT

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of AIMS policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Students may not engage in social media activities during school hours. Do not use your AIMS e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Always be fair and courteous to employees, students, parents, or other people who work on behalf of AIMS. Avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, or other people who work on behalf of AIMS, or that might constitute harassment or bullying. Violation of this may lead to discipline including but not limited to expulsion or dismissal. Parents could be held civilly liable to the person that was maligned.
- Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Never post any information or rumors that you know to be false about AIMS, employees, students, parents, people working on behalf of AIMS, or other schools. Violation of this may lead to discipline including but not limited to expulsion or dismissal. Parents could be held civilly liable to the person that was maligned.
- Express only your personal opinions. Never represent yourself as a spokesperson for AIMS unless authorized to do so. If you publish social media content that may be related to your school or subjects associated with AIMS, make it clear that you are not speaking on behalf of AIMS and that your views do not represent those of AIMS, employees, students, parents, or other people working on behalf of AIMS. It is best to use a disclaimer such as, "The postings on this site are my own and do not necessarily reflect the views of AIMS." Violation of

this may lead to discipline including but not limited to expulsion or dismissal. Parents could be held civilly liable to the person that was maligned.

In the event you have any questions about whether a particular social media activity may involve or implicate AIMS, or may violate this policy, please contact your site administrator

Social media is in a state of constant evolution, and AIMS recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each AIMS employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

The Superintendent or her designee is the sole spokesperson for AIMS. Any statements made to the media regarding AIMS must be made with the written approval of the Superintendent.

Availability of Health Insurance

All Employees working the appropriate hours are eligible for emotional counseling, medical, vision, and dental benefits. Please contact HR for further information.

Employee Compensation

All employees are paid according to their placement on the AIMS salary scale (place links). If you have concerns regarding your compensation please contact HR (HR1@AIMSk12.org)

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Employee Interactions with Students

The School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

- 1. Stopping a student from fighting with another student;
- 2. Preventing a pupil from committing an act of vandalism;
- 3. Defending yourself from physical injury or assault by a student;
- 4. Forcing a pupil to give up a weapon or dangerous object;
- 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

- 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
- 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The

objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

<u>Unacceptable Staff/Student Behaviors (Violations of this Policy)</u>

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

<u>Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission</u>

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (i) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Keeping your professional conduct a high priority.
- (r) Asking yourself if your actions are worth your job and career.

EQUAL EMPLOYMENT OPPORTUNITY

American Indian Model School District is an equal employment opportunity employer and makes employment decisions, including, but not limited to, hiring, firing, promotion, demotion, training, and/or compensation, on the basis of merit. Employment

decisions are based on an individual's qualifications as they relate to the job under consideration. The AIMS' policy prohibits unlawful discrimination based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. All such discrimination is unlawful.

AIMS is committed to complying with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of AIMS and prohibits unlawful discrimination by any employee of AIMS, including supervisors and coworkers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, AIMS will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to AIMS. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. AIMS will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

AT-WILL EMPLOYMENT

All employment at AIMS is "at will." This means that both the Employee and AIMS have the right to terminate the Employee's employment at any time, with or without advanced notice, and with or without cause. The Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, and with or without advance notice, at the discretion of AIMS.

Subject to this Employment At-Will provision, Employee shall be employed during the school year beginning no earlier than July 1, 2020 and concluding no later than June 30, 2021 ("School Year"). Pursuant to the Employee At-Will provision of this Handbook, either party has the right to terminate the Employee's employment at any time, with or without advance notice, and with or without cause whether effective before or after the expiration of the stated School Year. By signing the Handbook Acknowledgement, the Employee acknowledges and understands that he or she has entered into this employment relationship with AIMS voluntarily and acknowledges and understands that there is no specific length or agreed upon period of employment.

UNLAWFUL HARASSMENT AND DISCRIMINATION

AIMS is committed to providing a work environment free of unlawful harassment and discrimination. AIMS' policy prohibits harassment and discrimination based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. All such harassment is unlawful.

AIMS' unlawful harassment and discrimination policy applies to all persons involved in the operation of AIMS and prohibits unlawful harassment and discrimination by any employee of AIMS, including supervisors and co-workers. AIMS will take all reasonable steps to prevent or eliminate harassment and discrimination by non-employees, including customers, clients, and suppliers, who have workplace contact with our employees.

Prohibited unlawful discrimination includes, but is not limited to, the following behaviors:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted comments.
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures.

- Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of sex, race, or any other protected basis.
- Retaliation for having reported or threatened to report harassment or discrimination. California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:
- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive or derogatory comments, sexual innuendos, slurs; unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, or assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats, demands, or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other losses, and offers of benefits in return for sexual favors.

This policy applies to all phases of employment, including, but not limited to, recruiting, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training.

If you believe you have been subjected to unlawful harassment or discrimination, please follow the complaint procedure outlined below. Employees must report conduct prohibited by this policy whether or not they are personally involved.

UNLAWFUL RETALIATION

AIMS prohibits retaliation against any employee because of the employee's opposition to a practice or conduct the employee reasonably believes to be unlawful or because of the employee's lawfully protected participation in an investigation or proceeding. Any retaliatory adverse action because of such opposition or participation may be unlawful and will not be tolerated. All such retaliation is unlawful.

If you believe you have been subjected to unlawful retaliation, please follow the complaint procedure outlined below.

COMPLAINT PROCEDURE—DISCRIMINATION, HARASSMENT, RETALIATION

Employees must report all incidents believed to be unlawful discrimination, harassment, or retaliation. If you believe you have been subjected to any form of such unlawful conduct, submit a complaint, preferably in writing, to your supervisor or Human Resources. If these individuals are not available, or in the event that you believe that one of these individuals has engaged in inappropriate behavior in violation of these policies, submit a complaint to any other supervisor as soon as possible. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding unlawful discrimination, harassment, or retaliation to the Superintendent of AIMS or other upper-level managers, as appropriate. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses.

AIMS encourages all employees to immediately report any incidents of unlawful discrimination, harassment, and/or retaliation so that complaints can be quickly and fairly resolved. If you receive such a complaint from a fellow employee, report it immediately to your supervisor or the Superintendent of AIMS. If these individuals are not available, report it to any other supervisor. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

Upon notice of such a complaint, AIMS will promptly undertake an effective, thorough, and objective investigation and attempt to resolve the situation. If AIMS determines that

unlawful conduct or a violation of applicable policies has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee

determined by AIMS to be responsible for unlawful discrimination, harassment, and/or retaliation will be subject to appropriate disciplinary action, up to and including termination. Appropriate action will also be taken to deter future conduct.

There will be no retaliation against any employee who brings a complaint in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven.

ANTI-VIOLENCE POLICY

AIMS is committed to providing a workplace that is free from acts of violence or threats of violence. In keeping with this commitment, AIMS has established a strict policy that prohibits any employee from threatening or committing any act of violence in the workplace, while on duty, while on school-related business, or while operating any vehicle or equipment owned or leased by AIMS. This policy applies to all employees.

In order to achieve our goal of providing a workplace that is secure and free from violence, AIMS must enlist the support of all employees. Compliance with this policy and our commitment to a zero-tolerance policy with respect to workplace violence is every employee's responsibility.

Compliance with this anti-violence policy is a condition of employment. Due to the importance of this policy, employees who violate any of its terms, who engage in or contribute to violent behavior, or who threaten others with violence may be subject to disciplinary action, up to and including immediate termination.

Employees are required to report any incident involving a threat of violence or act of violence immediately to their supervisor, Head of Schools, or Superintendent. If these individuals are not available, report the incident to any other supervisor and report the incident to the Superintendent as soon as he or she is available. All reports will be investigated by AIMS and appropriate corrective action will be taken.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to the Superintendent.

Employees should immediately inform their supervisor or the Head of School about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Workplace Anti-Violence Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

DRUG AND ALCOHOL ABUSE POLICY

Our employees are our most valuable resource, and their own health and safety are therefore serious concerns. We will not tolerate any drug or alcohol related conduct that imperils the health and well-being of our employees. Further, the use of illegal drugs and abuse of controlled substances is inconsistent with law abiding behavior expected of all citizens. Employees who use illegal drugs or abuse other controlled substances or alcohol tend to be less productive, less reliable, and prone to greater absenteeism resulting in the potential for increased cost and risk.

We believe our employees have the right to work in an alcohol and drug-free environment and to work with persons free from the effects of alcohol and drugs. Employees who abuse alcohol or drugs are a danger to themselves, students, and to other employees. We are therefore committed to maintaining a safe and healthy workplace free from the influence of alcohol and drugs. We hope all employees will join with us in achieving our goal of a safe and productive drug-free workplace.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol and/or illegal drugs in any detectable manner.

Prohibited Use

AIMS prohibits the following:

- Use, possession, manufacture, distribution, dispensation, purchase, or sale of alcohol (if unauthorized), illegal drugs, or drug paraphernalia on AIMS premises or AIMS business or during working hours.
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on AIMS premises.
- Being under the influence of alcohol (if unauthorized) or illegal drugs on AIMS premises or AIMS business or during working hours.

- Refusing to submit to an inspection when requested by management.
- Failure to keep all prescribed medicine in its original container, which identifies the drug, date of prescription, and the prescribing doctor.
- Smoking and the use of any tobacco products on AIMS property including AIMS-owned, leased, or contracted buildings, and in AIMS vehicles at all times, by all persons, including employees, students, and visitors at any school or AIMS site or attending any school-sponsored events.

Employees are required to notify administration of any criminal drug and alcohol statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction. Within thirty (30) days of receiving the notice, AIMS shall take appropriate administrative or disciplinary action.

In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your job performance, you are required to report this to your supervisor. Your supervisor will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect the safety of you, other employees, and students.

Searches

AIMS may at times conduct unannounced searches of AIMS property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with this or any other policy. This includes desks, storage areas, and rooms normally used to store employees' personal property. As a result, **employees do not have an expectation of privacy in this regard.**

Additionally, whenever AIMS suspects that an employee has sold, purchased, used, or possessed alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances on AIMS premises, AIMS may inspect the employee's personal effects (including parcels, purses, bags, and briefcases) or automobile on AIMS property. As a result, employees do not have an expectation of privacy in this regard.

Violations

Compliance with this policy is a condition of employment at AIMS. Failure or refusal of an employee to cooperate fully, sign any required document, or submit to any inspection will result in discipline, up to and including termination. Furthermore, any violations of this policy may result in disciplinary action, up to and including termination, at AIMS' sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, AIMS may report such illegal drug activities to an appropriate law enforcement agency.

IMMIGRATION COMPLIANCE

AIMS is committed to full compliance with federal and state immigration laws. These laws require that all individuals pass an employment verification procedure before they are permitted to work. This procedure has been established by law and requires that every individual provide satisfactory evidence of his or her identity and legal authority to work in the United States no later than three business days after he begins work. Accordingly, all new hires must go through this procedure.

EMPLOYEE CLASSIFICATIONS

Upon hiring, all employees are classified as exempt or nonexempt, full-time or part-time, and regular or temporary. All employees are either exempt or nonexempt according to provisions of applicable wage and hour laws. These classifications do not guarantee employment for any specific length of time. Employment is at the mutual consent of the employee and AIMS.

Exempt Employees

Pursuant to the federal Fair Labor Standards Act and applicable state laws, exempt employees are those who exercise the requisite degree of discretion and independent judgment and perform certain administrative, professional, and/or executive duties, or those who are considered outside/inside sales personnel under the law. Exempt employees are not entitled to overtime pay.

Non-Exempt Employees

Pursuant to the Fair Labor Standards Act and applicable state laws, non-exempt employees are entitled to overtime pay. Non-exempt employees may have to work hours beyond their normal schedules as work demands require. If this results in working more than 8 hours in one day or 40 hours in one week, non-exempt employees will receive overtime compensation in accordance with state and federal law. Non-exempt employees are required to take meal and rest periods in the manner described in this Handbook.

Regular Employees

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

Full-Time Employees

An employee who is regularly scheduled to work and regularly works at least 40 hours per week is considered a regular full-time employee.

Part-Time Employees

An employee who is regularly scheduled to work and regularly works fewer than 40 hours but more than 30 hours per week is considered a regular part-time employee with benefits. An employee who is regularly scheduled to work and regularly works fewer than 30 hours per week is considered a regular part-time employee WITHOUT benefits. A regular part-time employee WITHOUT benefits is not eligible to earn, accrue, or participate in any AIMS benefits program, except as otherwise required by law, such as Paid Sick Leave.

Temporary Employees

An employee who is hired for a particular project or job of limited or definite duration (short-term) is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any AIMS benefits program, except as otherwise required by law.

An employee will not change from one status to any other status or classification simply because of the number of hours that the employee is scheduled to work or the length of time spent as an employee. The status of a temporary employee may change only if the employee is notified of the change in status, in writing, by the Head of School or Superintendent.

JOB DUTIES

You will receive a job description and your supervisor will explain your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of AIMS. Your cooperation and assistance in performing such additional work is expected.

AIMS reserves the right, at any time, with or without notice, to transfer, demote, suspend, administer discipline, change job responsibilities, and change the terms and conditions of employment at its sole discretion.

PAYMENT OF WAGES

Employees are paid semi-monthly (twice per month). If a payday falls on a weekend or holiday, employees will be paid on the preceding workday. Employees are required to

report any overpayment of wages to the Office. Any discrepancies or shortages in the calculation of wages should be reported as soon as possible after payday.

EXPENSE REIMBURSEMENTS

Employees shall be reimbursed for approved out-of-pocket expenditures for materials and supplies. All expenses claimed must be recorded on a reimbursement form and submitted with the original receipts for pre- approval of the Head of Schools or designee. If permission for the expenditure is not requested and approved before the purchase, reimbursement is not guaranteed.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. Overtime compensation will be paid in accordance with all state and federal laws.

For purposes of overtime calculations for non-exempt employees, the School's workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. Employees will be informed when they are required to work overtime hours.

WORKDAY AND WORKWEEK

The work schedule for employees shall be in accordance with the 2020-2021 school year calendar, and each employee's employment agreement, should one exist.

For purposes of calculating overtime, AIMS' standard workweek begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 a.m. (midnight). The standard workday is 12:01 a.m. to 12:00 a.m. (midnight) each day.

MEAL AND REST PERIODS

Meal Periods: All non-exempt employees must take an uninterrupted meal period of at least 30 minutes each day they work more than 5 hours. You must commence the meal period before you complete your fifth hour of work. Thus, if you begin working at 8:30 a.m., for example, you must take your meal period prior to 1:30 p.m. In addition, you must record the actual times that you stop and start work to take a meal period. All non-exempt employees must take an uninterrupted meal period of at least 30 minutes each day they work more than 10 hours. You must commence the meal period before you complete your tenth hour of work. Meal periods are unpaid.

Rest Periods: All non-exempt employees are authorized, permitted, and strongly encouraged to take a 10- minute rest period every 4 hours worked or major fraction thereof. Ordinarily, this amounts to two 10-minute rest periods per 8-hour workday. The

first rest period should be taken roughly in the middle of the 4-hour work period prior to lunch, and the second rest period should be taken roughly in the middle of the 4-hour work period following lunch. You do not need to record the times of these rest periods. You will be paid for the time spent on your rest periods.

During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not join together required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier.

In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to AIMS policy, you must notify your supervisor in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the AIMS' policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

TIMEKEEPING

To ensure compliance with all applicable laws, non-exempt employees must accurately record all hours worked. This means they must clock in and out whenever they begin, cease, or resume working during the course of a workday. While you need not clock out and in during your rest periods, you must clock out and in during your meal periods. Under no circumstances may one employee clock in or out for another employee.

Exempt employees may also be expected to record their time worked and report absences from work due to personal needs or illness.

Recording inaccurate time on your timesheet or recording time on another employee's timecard is a violation of AIMS policy and may result in discipline, including immediate termination. Employees are strictly prohibited from working "off the clock" or failing to record all time worked. Falsification of any timecard may result in disciplinary action, up to and including termination.

PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

The Head of School or his or her designee shall maintain a confidential personnel file for each employee. All information in personnel files is strictly confidential, as is all payroll information. Any employee who violates this confidentiality is subject to discipline including discharge. Employees have the right to inspect certain documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time

To keep our personnel records accurate and to comply with state and federal laws, you must notify your supervisor immediately of any change(s) in the following personnel information:

- Your name (whether by marriage or otherwise).
- Your home address and telephone number.
- Who to inform in case of an emergency, including names and home and work telephone numbers and addresses.
- Withholding tax information (your marital status and correct number of dependents).
- Completion of education.
- Change of beneficiary on group life insurance.

PERFORMANCE APPRAISALS

At regular intervals, your immediate supervisor will provide you with a written evaluation of your work performance. The purpose of these reviews is to identify strengths, recognize areas for improvement and skill development, encourage growth, and develop strategies within a supportive team. This evaluation typically includes ratings in the following areas: quantity and quality of work, work habits and attitudes, interpersonal skills, dependability, and attendance. For new employees, there will be an interim performance review after the first ninety (90) days of employment, which will include an employee self-evaluation. For returning employees, performance evaluations will be completed annually. Your supervisor will discuss the evaluation with you and a copy of the completed form will be given to you. If you do not receive your evaluation, ask your supervisor about it. The performance appraisal form also offers you an opportunity to indicate if you believe you are working out of class, i.e. whether you are performing duties different from the ones listed in your class description. It is important for you to provide this information so that your position is classified and compensated appropriately.

All employees shall have the right to make their own written comments in response to the observations or review findings. This response will be attached to the observation and/or evaluation and kept in the employee's confidential personnel file.

EMPLOYEE DISCIPLINARY ACTION: CAUSES FOR SUSPENSION, DEMOTION, AND DISMISSAL

The following conduct is prohibited and will not be tolerated by AIMS. This list of prohibited conduct is illustrative only; other types of conduct injurious to security,

personal safety, employee welfare, and AIMS' operations also may be prohibited. Violation of the following standards may result in disciplinary action, up to and including immediate termination.

- Falsification of employment records, employment information, or other AIMS records. This includes making false statements or omitting material information in the application procedure for employment.
- Falsifying any time record.
- Theft, damage, or destruction of any AIMS property or the property of any employee or client.
- Removing or borrowing AIMS property without prior authorization.
- Unauthorized use of AIMS equipment, time, materials, or facilities.
- Provoking a fight or fighting during working hours or on AIMS property.
- Participating in horseplay on work time or on AIMS premises.
- Carrying firearms or any other dangerous weapons on AIMS premises at any time.
- Causing, creating, or participating in a disruption of any kind during working hours
- Insubordination, including, but not limited to, failure or refusal to obey the legitimate orders or instructions of a supervisor or member of administration, or the use of abusive or threatening language toward a supervisor or member of administration.
- Using abusive, profane, threatening, indecent, or foul language and/or having inappropriate physical contact with students or other employees at any time on AIMS premises.
- Unreported absences.
- Failure to observe working schedules, including meal and rest periods.
- Sleeping or malingering on the job.
- Working overtime without authorization or refusing to work assigned overtime.
- Working "off the clock" or failing to record or report all hours worked.

- Failing to keep confidential information pertaining to students.
- Violation of any safety, health, security, or other AIMS policies, rules, or procedures.
- Committing a fraudulent act or a breach of trust under any circumstances.
- Engaging in unlawful harassment, discrimination, or retaliation.
- Making false or malicious statements about any employee or AIMS.
- Gambling of any type on AIMS premises.
- Intentionally supplying false information in order to obtain a leave of absence or other benefits from AIMS.
- Poor attendance, including, but not limited to, habitual tardiness and/or absenteeism, leaving early without permission, absence from work without permission, and abuse of time during work hours, to the extent permitted by law.
- Unsatisfactory work performance.
- Performing unauthorized work on AIMS work time.
- Failure to report incidents of child abuse.
- Willful and persistent violation of provisions of the Education Code or the Board of Education or school charter

For employees with a written contract of employment that provides for termination "For Cause," "Cause" shall include, but is not limited to: breach of the employment agreement or the employee's failure to perform his/her duties as set forth in the employment agreement, as defined by law, or as specified in the employee's job specification; the employee's failure or refusal to comply with the lawful and reasonable direction of his/her supervisor, or the policies, standards and/or rules of AIMS; if it is determined that employee has conducted him/herself in an unprofessional, unethical, illegal or fraudulent manner, or has acted in a manner detrimental to the reputation, character or standing of AIMS.

USE OF AIMS TELEPHONES, INTERNET, AND E-MAIL SYSTEM

Telephones in AIMS schools and offices are to be used only for official business with the exception of a personal emergency in which conversations must be kept as brief as possible. Outgoing personal calls should be made on your personal cell phone only during lunch and break periods so that they will not interfere with work. Personal business, including the handling of personal mail, e-mail, text messages, and telephone calls should be completed outside of your working hours. Remember that your AIMS' email account is reserved for AIMS' business purposes only.

Employees are reminded that AIMS various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, PDAs, tablets, and AIMS-issued cell phones, are the property of AIMS. All communications and information transmitted by, received from, or stored in these systems are AIMS records.

As a result, AIMS may, and does, monitor its employees' use of these electronic communication systems, including for social media activities, from time to time, AIMS may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the school has engaged in a violation of this, or any other, AIMS policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to AIMS' various electronic communications systems.

Your use of the AIMS' e-mail, internet, and computer systems has **no guarantee of privacy**.

CHANGE OF CONTACT INFORMATION

Promptly report any change of home address or telephone number by completing a name and address card with the current information and submitting it to your time reporter.

PERSONAL PROPERTY

It is your responsibility to ensure that your handbag, wallet, and other personal property are kept locked in a safe place while at work. The school is not responsible for damage to, or theft of, private property, unless the school has been negligent. We recommend that employees not bring expensive items to school which may be stolen, such as iPads, mobile phones, and jewelry. The school does not accept responsibility for these items and is therefore not obliged to pay compensation for lost or stolen items.

SOLICITATION & DISTRIBUTION

AIMS feels very strongly that work time is for work. Therefore, in the interests of our students, there will be no solicitation of any kind by any employee during the working time of the employee soliciting or the employee being solicited. Solicitation is permitted only during non-working time, such as break times, meal periods, and before checking in for work or after checking out of work. In addition, distribution of literature is prohibited during working time and in working areas. Exceptions to this rule for

charitable organizations or charitable purposes require the advance approval of the Head of School.

Non-employees are prohibited from solicitation and distribution for any purpose on AIMS premises at any time.

Employees are not to utilize AIMS facilities or return to the work site outside of regular working hours unless prior approval from the Head of School has been granted. Employees may be on AIMS premises only when they are on duty, scheduled to work, or have received advance approval from the Head of School.

HEALTH AND SAFETY POLICY

The safety of students and staff is among the highest of priorities for AIMS. Injuries and illnesses create personal loss to employees, students, and their families, and reduce the AIMS' ability to provide quality education. It is AIMS' position that all accidents are preventable. Each employee is expected to obey safety rules and to exercise caution in work activities. Site administrators have primary responsibility for providing a safe working and learning environment and are accountable for ensuring strict compliance with applicable health and safety requirements. All supervisory employees, from executives to first line supervisors, share responsibility for ensuring the safety of students and staff. Employees should immediately inform their supervisor about any workplace accidents or security hazards. If this individual is not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

Employees should not transport students unless it relates to a school function and has been approved by AIM Schools.

When an accident or injury occurs on school property, it should be reported immediately to the Site Administrator. An Incident Report form should be completed as soon as possible. This form is available at the front office.

FINGERPRINT POLICY

All employees of the AIMS are fingerprinted and the prints are transmitted to the California Department of Justice and the Federal Bureau of Investigation for a criminal conviction records check. The employee will bear the cost of DOJ background checks. No employee will be permitted to perform any of the duties of his/her position until this processing has been completed and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff.

INFORMATION PROTECTION POLICY

It is the policy of AIMS to protect sensitive and confidential information. Every employee of the school district must ensure the proper protection of information, either

in paper or electronic form. Employees are not to take sensitive records home nor leave them lying unprotected in the open, such as on a desk, where they can be accessed. Employees are not to convert sensitive information into an electronic format and send it unprotected through email or over the internet. Whenever requests for access to information are made, employees should check with the data owner (specified individuals who collect or use the information on behalf of AIMS). It is best to err on the side of protecting information.

All information relating to students including names, addresses, contact numbers, and progress information is confidential information and may not be shared with unauthorized parties. All records concerning pupils shall be kept strictly confidential and be maintained in separate files.

Please note: The release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. When in doubt, check with the supervisor and Head of School.

NEW HIRES

Classroom and instructional aides must submit all required paperwork listed below to the Human Resources Generalist.

Please review the checklist below and check with the Human Resources Office if you need any forms:

	Requirements
1.	A cover letter, resume, and official transcripts (from all colleges and universities you attended).
2.	TB Test Result (must be administered within the last 4 years).
4.	A receipt for your Livescan background check for FBI and DOJ. (Note: if we do not get a result within 2
	weeks, it is your responsibility to follow-up).
5.	W-4 forms and health insurance enrollment forms. It is the employee's responsibility to report any change
	in filing status to HR and to fill out a new W-4 form.
6.	Proof of registration for any tests you need: CBEST, CSET, Teaching Foundations, etc.
7.	Credential Clearance or proof of enrollment in a credentialing program.
8.	Pick up keys and complete supply order list.

AIM schools will work with universities to complete the credential program.

Keep the administrator informed of your progress toward completing your credential program.

AIMS teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

EMPLOYEE DISPUTE RESOLUTION PROCESS

AIMS offers dispute resolution procedures to provide employees who have a complaint concerning conditions of employment with an internal avenue for resolution. The concern or complaint will heard by the Site Administrator. He or she, or any designee, will be accessible and ready to hear suggestions and complaints. The school cannot act on any problem unless it is aware of it, so complaints must be put in writing as soon as possible. The Site Administrator will provide a written response within five (5) business days. If the response is not satisfactory to the complainant, then the complaint may be submitted in writing to the Board and will be placed on the agenda for the next regular Board meeting. The Complainant may address the Board and make a suggestion for resolution. The Board will issue a written response within five (5) business days. The Board's decision shall be final.

STAFF DRESS CODE POLICY

AIMS employees are here to serve as role models for our students. We are to set the standard for professionalism and proper dress and should always project a professional image when on campus. The Staff Dress Code applies to all AIMS employees on all campuses with the exception of the P.E. aides and athletic coaches.

Appropriate dress for staff:

- 1. Dresses and skirts no shorter than three inches above the knee. The slit of a dress or skirt must come no higher than three inches above the knee.
- 2. Jeans are only permitted on Fridays with a professional top (blazer, dress-shirt, blouse).
- 3. Low-cut blouses, see-through clothing, off the shoulder, halter style, or clothing which reveals the midriff are not permitted.
- 4. Shoes and sandals without a back strap are not permitted. Flip-flops are not allowed.

- 5. Athletic garments such as shorts, shoes/sneakers are only permitted for physical education teachers or coaches.
- 6. Tattoos that are considered offensive, racist, vulgar, show scenes of violence, drug-related, contain strong sexual imagery, gang related or contain obscene phrases may not be visible.
- 7. Collared shirts are preferred.

The following clothing items are not permitted:

- 1. Jeans (except on Fridays)
- 2. Carpenter or cargo pants
- 3. Shorts
- 4. T-shirts
- 5. Hooded sweatshirts
- 6. Tank tops/ halter tops
- 7. Flip-flops

There may be occasions when an employee may need to wear certain clothing for medical or religious reasons. In this case, the employee must request an exception from the Head of School and may be asked to provide medical documentation that clearly describes the deviation from this dress code policy.

If you have any questions, please ask your Supervisor.

SECTION III: LEAVES AND VACATION

VACATION/PERSONAL LEAVE

Vacation time is granted to employees as defined in the current year school calendar (holidays and school breaks) and in each employee's employment agreement, if one exists.

In addition to the paid school holidays listed on the school calendar, classified employees (not Teachers) will accrue paid personal/vacation time per month beginning immediately upon hire, as defined in their employment agreement. There is a cap on personal/vacation day accrual. Once the classified employee's personal/vacation time reaches the maximum stated in his or her employment agreement, further accrual is suspended until the employee has reduced the balance below this limit. In such a case, no personal/vacation time will be earned for the period in which the classified employee's personal/vacation time was at the maximum. Accrued but unused personal/vacation will carry over from year to year, subject to this maximum accrual. Accrued but unused personal/vacation time will be paid out upon termination. Classified employees may use personal/vacation time beginning on the 30th day of employment. Personal/vacation time may be taken in minimum increments of two hours. Employee must provide his/her supervisor with reasonable advance notification, in writing, of the need to use personal/vacation days, if foreseeable. Requests for personal/vacation time may be denied based on the needs of the Charter School, or if adequate notice is not provided by the Employee.

PAID SICK LEAVE (PSL)

In satisfaction of the California Healthy Workplaces, Healthy Families Act, employees will be allotted PSL beginning immediately upon the effective date of employment as specifically provided in each employee's employment agreement. For employees with no employment agreement, PSL will be granted according to law. Employees with no employment contract should contact Human Resources for a statement of your PSL allotment.

PSL days are not accrued on an as-worked basis but rather are allotted to eligible employees on the first day of work each contract year for use in the current year. Employees may use PSL beginning on the 30th day after the effective date of employment. Employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member. Employee may also use PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent"

means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

Up to 72 hours of accrued PSL may be carried over from year to year. Accrued but unused PSL in excess of 72 hours may not be carried over from year to year and will not be paid out upon termination.

PSL may be taken in minimum increments of two hours. Employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, Employee must provide notice as soon as practicable.

FAMILY AND MEDICAL LEAVE

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the AIMS for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the AIMS within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the AIMS' request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

- 1. The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
- 2. The care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition";
- 3. The "serious health condition" of the employee;
- 4. The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

5. Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the AIMS with a medical certification from your healthcare provider establishing eligibility for the leave, and you must provide the AIMS with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the AIMS in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave may be taken for up to 12 work-weeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12 month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any vacation/personal leave during unpaid family and medical leave. You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and AIMS may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to

those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be

eligible for reinstatement following a family and medical leave. AIMS will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

COVID-19 Leaves and Other Information

Families First Coronavirus Response Act Leave ("FFCRA"). Eligible employees are entitled to request FFCRA leave in accordance with the law. FFCRA shall only be applicable until December 31, 2020, unless otherwise extended by law. Qualifying FFCRA absences include:

- 1. Employee is subject to a Federal, State, or local quarantine or isolation order related to COVID-19 and is unable to work virtually;
- 2. Employee has been advised by a health care provider to self-quarantine related to COVID-19 and is unable to work virtually;
- 3. Employee is experiencing COVID-19 symptoms and is seeking a medical diagnosis and is unable to work virtually;
- 4. Employee is caring for an individual subject to an order described in (1) or self-quarantine as described in (2) and is unable to work virtually;
- 5. Employee is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19 and is unable to work virtually; or
- 6. Employee is experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury and is unable to work virtually.

Contact Human Resources if you wish to request FFCRA leave.

Lactation Accommodations

In consideration to working mothers who may be lactating, the School will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk. If possible, such break time should be taken during the rest or meal breaks already provided to the employee. For non-exempt employees, any additional breaks taken to express milk may be unpaid. The School provides space to express milk in

private. If you are in need of such an accommodation, please contact Human Resources as soon as possible so that any necessary arrangements can be made. Discrimination of any kind against an employee who chooses to express breast milk in the workplace is prohibited.

PREGNANCY DISABILITY LEAVE

AIMS provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the AIMS. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

AIMS will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, AIMS may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued paid sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and AIMS may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave

Benefit accrual, such as vacation, paid sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the AIMS with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact the Human Resources Department.

UNPAID LEAVE OF ABSENCE (MEDICAL)

In an effort to comply with its duty to accommodate employees with qualifying disabilities, AIMS will provide leaves of absence without pay when an employee is temporarily unable to work due to a mental or physical disability, certified in writing by his or her health care provider, unless such leave would cause an undue hardship to AIMS. Approved absences of less than two weeks are not treated as medical leaves of absences but rather as excused absences without pay. Employees granted unpaid medical leave have no right to guaranteed reinstatement.

Benefit accrual, such as vacation, paid sick leave, and holiday benefits, will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, AIMS does not continue to pay premiums for health insurance coverage for employees on unpaid medical leave. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

DISCRETIONARY UNPAID LEAVE OF ABSENCE (NON-MEDICAL)

AIMS may grant a discretionary leave of absence to employees in certain unusual circumstances. It is important to request any leave in writing as far in advance as possible, to keep in touch with your supervisor during your leave, and to give prompt notice if there is any change in your return date. If your leave expires and you have not contacted your supervisor or AIMS, AIMS will assume that you do not plan to return and that you have voluntarily terminated your employment. Employees do not continue to accrue vacation, paid sick leave, or holiday benefits while they are on unpaid discretionary leaves of absence.

Unless otherwise required by law, AIMS does not continue to pay premiums for health insurance coverage for employees on discretionary unpaid leaves of absence. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

MILITARY LEAVE

All employees who leave AIMS for active military service or military reserve duty will be placed on an unpaid military leave of absence. Employees are entitled to reinstatement upon completion of such military service or duty, provided an application for reinstatement is made within 90 days of discharge, or as otherwise provided by law.

You may use accrued vacation time during military leave. Time spent on military leave counts for purposes of determining "length of service." However, you will not accrue vacation or paid sick leave or receive holiday pay during military leave.

JURY DUTY/WITNESS DUTY

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their manager. Employees must report for work whenever the court schedule permits. Either AIMS or the employee may request an excuse from jury/witness duty if, in AIMS' judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with AIMS, AIMS will provide time off with pay.

TIME OFF FOR VOTING

AIMS encourages its employees to fulfill their civic responsibilities by participating in elections. Because polls are open from 7:00 a.m. until 8:00 p.m., employees generally are able to find time to vote either before or after their regular work schedule. If employees are unable to vote in an election during their non-working hours and have not requested an absentee ballot, then AIMS will grant up to two hours of paid time off to vote.

Employees must request time off to vote from their supervisor at least two working days prior to the election day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

EMERGENCY DUTY/TRAINING LEAVE

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year. Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

SUSPENDED PUPIL/CHILD LEAVE

California law requires employers to provide time off for parents required to visit a child's school when the child has served a period of suspension from school. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to his or her supervisor at least two days before the requested time off. Employees may use accrued vacation while attending a child's school under these circumstances. If not, suspended pupil/child leave will be unpaid.

LEAVE FOR CRIME VICTIMS AND THEIR FAMILY MEMBERS

If you are the victim-or an immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, stepparent, or the child of a registered domestic partner) of the victim-of a violent felony, serious felony (as defined by the California Penal Code), or felonies related to theft or embezzlement, you are permitted to be absent from work to attend judicial proceedings related to the crime.

You must provide your supervisor with written notification for each scheduled proceeding, unless advance notice is not possible. This time off is unpaid. You may choose to use your accrued vacation, but this is not required.

MILITARY SPOUSE LEAVE

Qualified employees are eligible for up to 10 days of unpaid leave when their spouse or registered domestic partner is on leave from military deployment. A qualified employee is one who regularly works more than 20 hours per week and whose spouse or registered domestic partner is a member of the Armed Forces, National Guard, or Reserves and is on leave from deployment during a period of military conflict.

If you are eligible for such leave, please submit a written request for leave to the Human Resources Department within two business days of receiving official notice that your spouse or registered domestic partner will be on leave from deployment. You will also be required to provide written documentation certifying that your spouse or registered domestic partner will be on leave from deployment.

Non-exempt employees must use accrued vacation time in order to receive compensation for this time off. If no vacation time is available, the employee may take this time off without pay. An exempt employee is required to charge any absence of four or more hours under this policy to his or her vacation bank, if any. Otherwise, exempt employees will be compensated to the extent required by applicable law.

SCHOOL AND DAYCARE LEAVE

If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or daycare facility. You may take no more than eight hours off for this purpose in any one calendar month. You should schedule this time off with your supervisor in advance. You may be asked to provide documentation from the school or daycare facility that you participated in the activity on the specific date and at the specific time that you took the leave. This time off is unpaid. You may choose to use your accrued vacation, but this is not required.

LEAVE FOR DOMESTIC VIOLENCE, SEXUAL ASSAULT, AND STALKING VICTIMS

If you are a victim of domestic violence, sexual assault, or stalking, you may take unpaid time off to help ensure the health, safety, or welfare of you and/or that of your child. Specifically, you may take such leave for the following reasons:

- 1. To obtain a temporary or permanent restraining order or other court assistance;
- 2. To seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;
- 3. To obtain services from a shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;

- 4. To obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or
- 5. To participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

If you need to take time off for any of the above reasons, you should notify your supervisor in advance, if possible. If your absence is unscheduled, you may be asked to provide documentation, such as a police report, court order, or other evidence that you appeared in court, or documentation from a counselor or domestic violence advocate. Although this leave is unpaid, you may use your accrued vacation or paid sick leave, as appropriate, if you wish to receive compensation for this time off.

You may also take unpaid time off to recover from domestic violence, sexual assault, or stalking pursuant to AIMS' family and medical leave policy.

AIMS does not tolerate any acts of discrimination, harassment, or retaliation against employees who are victims of domestic violence, sexual assault, or stalking. If you believe you have been the victim of any such act, please contact your supervisor, Human Resources, or any manager, as appropriate. AIMS will maintain the confidentiality of requests for time off due to domestic violence, sexual assault, or stalking to the extent possible and as allowed by law.

ADULT LITERACY LEAVE

Pursuant to California law, AIMS will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on AIMS. AIMS does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

ALCOHOL AND DRUG REHABILITATION LEAVE

Pursuant to California law, AIMS will reasonably accommodate any eligible employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that the accommodation does not impose an undue hardship on AIMS. AIMS does not provide paid time off for participation in an alcohol or drug rehabilitation program. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

This policy in no way restricts AIMS' right to discipline an employee, up to and including termination of employment, for violation of AIMS' Drug and Alcohol Abuse Policy.

CIVIL AIR PATROL LEAVE

Pursuant to California law, AIMS will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible.

Employees are required to give AIMS as much notice as possible of the intended dates upon which the leave would begin and end. AIMS will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

LEAVE FOR BONE MARROW AND ORGAN DONORS

Pursuant to California law, AIMS will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person; the AIMS will also provide up to 30 business days of paid leave within a one-year period to an employee who donates an organ to another person. The AIMS requires that bone marrow donors use up to five days of available accrued sick or vacation time during the course of the leave. Organ donors must use up to ten days of available accrued paid sick leave or vacation time during the course of the leave.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide the AIMS with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, the AIMS will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give the AIMS as much notice as possible of the intended dates upon which the leave would begin and end.

SECTION IV: BENEFITS

STATE DISABILITY INSURANCE

AIMS contributes to the State of California to provide you with State Disability Insurance ("SDI") pursuant to the California Unemployment Insurance Code. Contributions are made through a payroll deduction. SDI is payable when you cannot work because of illness or injury not caused by employment with AIMS or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability are available from Human Resources

PAID FAMILY LEAVE

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to six weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child. The PFL program does not provide job protection or reinstatement rights.

AIMS will require you to take up to two weeks of accrued but unused vacation prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

UNEMPLOYMENT COMPENSATION

AIMS contributes a significant amount of money each year to the California Unemployment Insurance Fund on behalf of its employees. Under certain circumstances, you may be eligible for unemployment insurance benefits.

SOCIAL SECURITY AND CALIFORNIA PUBLIC EMPLOYEES RETIREMENT SYSTEM

Social Security is an important part of every credentialed employee's retirement benefit. AIMS pays a matching contribution to each employee's Social Security taxes. (Employees who have participated in STRS elsewhere do not lose credits previously earned, but will not earn added service credit while at AIMS.) In addition, non-credentialed employees are enrolled in CalPERS in lieu of social security. AIMS makes matching contributions to each eligible employee's account with PERS.

WORKERS' COMPENSATION INSURANCE AND LEAVE

At no cost to you, you are protected by the AIMS workers' compensation insurance policy while employed by AIMS. This policy covers you in case of occupational injury or illness.

The workers' compensation benefits provided to injured employees may include: (1) medical care, (2) cash benefits tax free to replace lost wages, (3) vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that the employee receives all workers' compensation benefits to which he or she may be entitled, you will need to: (1) immediately report any work-related injury to the Site Administrator, (2) seek medical treatment and follow-up care if required, (3) complete a written Employee's Claim form and return it to the Site Administrator, and (4) provide the school with medical certification from your health care provider regarding the need for workers' compensation disability leave and your ability to return to work from the leave.

Under most circumstances, upon submission of a medical certification that an employee is able to return to

work from workers' compensation leave; the employee will be reinstated to his or her same position held at the time the leave began or to an equivalent position if available. An employee returning from a workers'

compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. If the employee's same position is not available upon the employee's return to work, an employee's returning to work will depend on job openings existing at the time of his or her scheduled return.

Any person who makes or causes to be made any knowingly false or fraudulent material statement or material misrepresentation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony. The law requires that AIM Schools notify its workers' compensation carrier of any concerns of false or fraudulent claims.

HEALTH BENEFITS

AIM Schools will provide access to health, life insurance, dental, and vision benefits for full-time employees. The employee benefits cost will be deducted from their payroll if applicable.

The health insurance anniversary date is set by the insurance carrier; please contact the office for the enrollment and anniversary dates. Current employees will only be able to receive benefits on this anniversary date if they do not have them already. For

employees who decide not to receive health benefits, the next time the employee will be able to apply for health benefits will be on the anniversary date.

Spouses or dependents of the employee may be eligible to enroll in the health insurance plan pursuant to the specific terms and conditions of the plan, which ultimately govern all aspects of the employee's eligibility for and participation in the plan.

Acknowledgement of Reading 2020-2021 AIMS Staff Handbook

ALL EMPLOYEES MUST READ THIS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO HUMAN RESOURCES WITHIN ONE WEEK OF RECEIPT.

I have received a copy of the AIMS Staff Handbook. I will carefully read and understand its contents and I agree to follow the policies stated therein. I understand that my continued employment is contingent upon adherence to the policies and procedures outlined herein. I understand that transfers, demotions, suspensions, employee discipline, and changes in the terms and conditions of employment may be administered at the sole and absolute discretion of the Charter School. I understand that the conditions governing my employment status (at-will or fixed term) may not be modified orally and may only be modified in a writing signed by the Head of School and me.

I understand that the Charter School reserves the right to depart from and modify the policies stated in the Handbook at its sole discretion, with the exception of my employment status (at-will or fixed term).

Name:		
Signed:	Date:	
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Appendix xlv: Obsolete

Appendix xlvi: Job Descriptions & Qualifications



2019/2020 Middle School Teacher Eligibility Pool (Music) at AIMS K12 College Prep Charter District

Job Information

Date Posted: 2/24/2020 Application Deadline: Until Filled

Employment Type: Full Time Length of Work Year: 2020/2021 School Year

Salary: Starting \$57,298 Number Openings: (At time of posting) 1

Contact: HR Office Email: apply@aimschools.org

Phone:

Requirements / Qualifications

AIMS K-12 COLLEGE PREP CHARTER DISTRICT MISSION:

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AIMS K-12 COLLEGE PREP CHARTER DISTRICT OFFERS:

- Starting Teacher Salary \$57,298
- Additional \$1,000 for Masters Degree/\$2,000 for Master + Doctorate Degree
- Medical, Dental, Vision and Life Insurance
- Paid Teacher Induction Program (\$4,000 value)
- 1.5% Annual Salary Increase
- Paid Holidays and School Breaks
- \$1,200 Annual Perfect Attendance Bonus
- Annual High Student Performance Bonus (as measured by GAP data)
- 3-Year Longevity \$2,000 Bonus
- Teacher Referral \$500 Bonus (referral must work 80% of school year)
- Paid Teaching Internship Opportunities
- Semi-Annual Staff Acknowledgements
- Teacher of the Year ceremony

SUBMIT THE FOLLOWING:

- Cover Letter
- Resume
- 3 Letters of Recommendation
- Proof of Multiple Subjects/Single Subject Teaching Credential
- Applicants with an Intern Credential Eligibility letter from the university are eligible to apply

SELECTED APPLICANTS:

- TB and Fingerprinting Clearance Required Upon Hiring

https://aimsk12.org/



2020/2021 Middle School Teacher Eligibility Pool (English/History) at AIMS K12 College Prep Charter District Job Information

Date Posted: 2/24/2020 Application Deadline: Until Filled

Employment Type: Full Time Length of Work Year: 2020/2021 School Year

Salary: Starting \$57,298.00 Number Openings: (At time of posting) 1

Contact: HR Office Email: apply@aimschools.org

Phone:

Requirements / Qualifications

AMERICAN INDIAN MODEL SCHOOLS MISSION:

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AMERICAN INDIAN MODEL SCHOOLS OFFERS:

- Starting Teacher Salary \$57,298
- Additional \$1,000 for Masters Degree/\$2,000 for Master + Doctorate Degree
- Medical, Dental, Vision and Life Insurance
- Paid Teacher Induction Program (\$4,000 value)
- 1.5% Annual Salary Increase
- Paid Holidays and School Breaks
- \$1,200 Annual Perfect Attendance Bonus
- Annual High Student Performance Bonus (as measured by GAP data)
- 3-Year Longevity \$2,000 Bonus
- Teacher Referral \$500 Bonus (referral must work 80% of school year)
- Paid Teaching Internship Opportunities
- Semi-Annual Staff Acknowledgements
- Teacher of the Year ceremony

SUBMIT THE FOLLOWING:

- Cover Letter
- Resume
- 3 Letters of Recommendation
- Proof of Multiple Subject Credential
- Applicants with an Intern Credential Eligibility letter from the university are eligible to apply

SELECTED APPLICANTS:

- TB and Fingerprinting Clearance Required Upon Hiring

https://www.aimschools.org/



2020/2021 Middle School Teacher Eligibility Pool (Math/Science) at AIMS K12 College Prep Charter District Job Information

Date Posted: 2/24/2020 Application Deadline: 8/28/2020 12:00 AM Pacific

Employment Type: Full Time Length of Work Year: 2020/2021 School Year

Salary: Starting \$57,298 Number Openings: (At time of posting) 1

Contact: HR Office Email: apply@aimschools.org

Phone:

Requirements / Qualifications

AMERICAN INDIAN MODEL SCHOOLS MISSION:

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AMERICAN INDIAN MODEL SCHOOLS OFFERS:

- Starting Teacher Salary \$57,298
- Additional \$1,000 for Masters Degree/\$2,000 for Master + Doctorate Degree
- Medical, Dental, Vision and Life Insurance
- Paid Teacher Induction Program (\$4,000 value)
- 1.5% Annual Salary Increase
- Paid Holidays and School Breaks
- \$1,200 Annual Perfect Attendance Bonus
- Annual High Student Performance Bonus (as measured by GAP data)
- 3-Year Longevity \$2,000 Bonus
- Teacher Referral \$500 Bonus (referral must work 80% of school year)
- Paid Teaching Internship Opportunities
- Semi-Annual Staff Acknowledgements
- Teacher of the Year ceremony

SUBMIT THE FOLLOWING:

- Cover Letter
- Resume
- 3 Letters of Recommendation
- Proof of Multiple Subject Credential
- Applicants with an Intern Credential Eligibility letter from the university are eligible to apply

SELECTED APPLICANTS:

- TB and Fingerprinting Clearance Required Upon Hiring

https://www.aimschools.org/



2020/2021 MS Spanish Teacher at AIMS K12 College Prep Charter District Job Information

Date Posted: 6/18/2020 Application Deadline: Until Filled

Employment Type: Full Time **Length of Work Year:** 12 Months

Salary: Starting at

\$57,298.00

Number Openings: (At time of posting) 1

Contact: HR Office Email: apply@aimschools.org

Phone:

Location: Oakland, CA

Start Date: As soon as TB and Livescan Clears

Job Summary

OVERVIEW:

Provide a high quality instruction within a small school environment where every student is known and valued as an individual; uphold the mission and values of American Indian Model Schools (AIMS) and contribute to our goal that every student in California has access to a high quality public education.

*ESSENTIAL DUTIES & RESPONSIBILITIES:

- -Establish a culture of high expectations that includes the shared belief that every student will attend college.
- -Develop and implement lesson plans and classroom activities aligned with Common Core Standards and AIMS Instructional Guidelines.
- -Assess students regularly and analyze student results; refine and differentiate classroom instruction based on assessment data and student needs.
- -Collaborate with colleagues to improve instructional practices throughout the school; share best practices.

-Communicate regularly with students and their families about classroom activities and student progress. -Involve parents and guardians as partners in their students' education. -Manage student behavior to ensure every student is fully engaged. -Actively participate in professional development activities, and work closely with Head of School and Dean. -Maintain accurate student records including attendance. -Identify unique student needs and collaborate with team members to effectively address those needs. -Support the mission, vision, and core values of AIM Schools. -Perform other related duties as required and assigned from Head of School and Deans. -Flexibility of schedule to accommodate monthly Saturday School, Summer School, as well as additional after school tutoring Requirements / Qualifications *QUALIFICATIONS: 1) Required knowledge, skills & abilities: -Knowledge and application of child cognitive development and various learning styles -Knowledge of various subject matter, including Common Core Standards and subject-specific frameworks -Aptitude to analyze qualitative and quantitative student data to inform next phase of teaching -Capacity and willingness to reflect and improve instructional practices to better serve students -Ability to collaborate with colleagues, parents and community 2) Minimum educational level:

-Bachelor's Degree
-Valid California Teaching Credential
-English Language Learner Authorization required
3) Experience required:
-1+ year working with students as a teacher, teacher intern, or teaching assistant preferred
To apply:
- Cover Letter
- Resume
- Transcripts
- 3 Recommendation Letters (At least 1 from supervisor or professor)
- Proof of credential
TB and Livescan clearance required.

Comments and Other Information

Our mission at AIMS is to cultivate a community of diverse learners who achieve academic excellence. Our commitment to high expectations in attendance, academic achievement, and character development results in our students being prepared for lifelong success. The results driven culture at AIMS and the adherence to it with fidelity guarantees that all graduates earn admission into four year post- secondary programs and become productive members of society.

AMERICAN INDIAN MODEL SCHOOLS (AIMS)-Oakland AFTER SCHOOL PROGRAM COORDINATOR JOB DESCRIPTION

BASIC FUNCTION:

Under the supervision of the Heads of Schools, the After School Program Coordinator is responsible for the overall supervision, administration, planning and implementation of the After School Programming. The After School Program Coordinator consults with Heads of Schools on all aspects of planning and organizing or the after school program with particular attention to the academic needs of all students.

REPRESENTATIVE DUTIES:

- 1. Provide program staff with direction, coaching, and supervision.
- 2. Plan and organize the operation and administration of the after school following established guidelines and policy and procedures of AIMS.
- 3. Coordinate with the Heads of Schools and the Academic Dean the planning of quality academic supports including homework assistance, math, language arts, post-secondary success, and credit recovery, and monitor student progress based on achievement and behavioral data.
- 4. Plan and coordinate extra-curricular activities and partner with local community based organizations.
- 5. Conduct meetings and staff training sessions that directly affect the development, planning, coordination, and use of data as it relates to the implementation of the after school program as well as providing professional growth for staff personnel.
- 6. Monitor enrollment and attendance records of students in program.
- 7. Prepare guides, manuals and bulletins for approval and distribution.
- 8. Direct an effective and timely evaluation of all phases of the program to ensure all goals and quality guidelines have been met.
- 9. Coordinate the maintenance, storage and care of program equipment and supplies.
- 10. Attend AIMS staff meetings, read various publications and participate in professional development opportunities to continuously upgrade professional knowledge.
- 11. Compile information and prepare a variety of reports as required by local, state, and federal regulations
- 12. Perform other duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge Of:

- 1. California Common Core State Adopted Academic Content Standards, English Language Development Standards and Pre-school Foundations
- 2. Record keeping techniques
- 3. Strong oral and written communication skills; write legibly
- 4. Operation of a computer and related software

Ability To:

- 1. Interact effectively and promote good working relationships with administrators, teachers, classified employees, office personnel, parents, students and other community members
- 2. Assure agreements, activities, and projects comply with applicable regulations, policies and timelines
- 3. Inspect documents and read fine print
- 4. Interpret, apply and explain rules, regulations, requirements and restrictions as well as identify compliance issues and problems and assist school sites in their resolution
- 5. Deliver information in a professional manner with stakeholders regarding monitoring of programs and compliance in various forms of communication; prepare and deliver oral presentations at Board meetings
- 6. Plan, organize, prioritize and manage time
- 7. Cope with high volume of work and multiple tasks
- 8. Travel to other sites and locations
- 9. Learn federal and state laws and regulations as it pertains to federally funded, state administered programs
- 10. Learn provisions of the Education Code, Title 5 of the Administrative Code, and other statutes or regulations, policies and procedures related to the assignment
- 11. Learn operation and administration of School Law, Board Policy, and AIMS rules and regulations

PREFERRED EDUCATION AND EXPERIENCE:

1. An Associate's Degree (two year degree), Bachelor's Degree or Master's Degree is preferred and/or

equivalent experience

2. Experience working with program development and working with elementary, middle school, and high

school children (at least two years of experience is preferred)

3. Experience in a supervisory role is necessary

4. Bilingual English/Cantonese or Mandarin desirable

WORKING CONDITIONS:

1. School environment

2. Subject to many demands on time and constant interruptions

3. Subject to sitting, bending or stooping, lifting and walking

4. Subject to working in a school environment and exposure to sunlight and other outside conditions

5. Subject to working at computer video work station(s), operating computer keyboards, looking at

computer video screens.

6. Evening hours

LICENSES AND OTHER REQUIREMENTS:

1. Valid California driver's license

2. Negative TB test result

3. Pass FBI/DOJ fingerprinting

4. 3 positive recommendations (1 from a direct supervisor)

Pay Range: \$15-\$20 p/hr. (depending on experience)

American Indian Model Schools Oakland California PE AID HR@aimschools.org

Coach QUALIFICATIONS: 1. AA or AA Equivalency 2. Physical stamina and skill

. REPORTS TO: Head of School

JOB GOAL: To support developing in each pupil an understanding of the relationship of good body function and exercise; to motivate each pupil to cultivate physical fitness, hygienic habits, and good social and emotional adjustment; to discover and develop talents of pupils in physical achievement; to develop strength, skill, agility, poise, and coordination in individual, dual, and team physical activities and sports, in accordance with each pupil's ability, and manage team sports and activites

PERFORMANCE RESPONSIBILITIES:

- 1. Teaches knowledge and skills in physical fitness, health education, rhythms and dance, and individual, dual, or team sports, utilizing course of study adopted by the Board of Education and other appropriate learning activities.
- 2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- 3. Works cooperatively with other physical education teachers in planning a balanced physical education program.
- 4. Analyzes, demonstrates, and explains basic skills, knowledge's, and strategies of formal sports, games rhythms, and fundamentals of body movement.
- 5. Provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil, to the extent feasible.
- 6. May teach Physical Education classes for handicapped pupils, interscholastic athletics, or drill team to senior high pupils.
- 7. Provides appropriate safety instruction and makes safety checks on equipment and field areas to insure the over-all safety of pupils.
- 8. Maintains control of storage and use of school-owned property.
- 9. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive environment in the physical education areas.
- 10. Evaluates each pupil's growth in physical skills, knowledge, and contribution in team sports.
- 11. Maintains professional competence through in-service education activities provided by the district, and/or in self-selected professional growth activities.
- 12. Participates cooperatively with the appropriate administrator to develop the method by which he/she will be evaluated in conformance with district guidelines.

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- 13. Selects and requisitions uniforms, equipment, and instructional aids; maintains required inventory records.
- 14. Communicates with parents and school counselors on pupil progress.
- 15. Identifies pupil needs and cooperates with other professional staff members in helping pupils solve health, attitude, and learning problems.
- 16. Supervises pupils in out-of-classroom activities during the assigned work day.
- 17. Participates in curriculum and other developmental programs.
- 18. Participates in faculty committees and the sponsorship of student activities.
- 19. Manages and coaches Boys and girls sports teams and clubs.
- 20. Performs other duties as many, from time to time be assigned by the supervisor



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INSTRUCTIONAL AIDE III

Assist the teacher in a variety of learning environments and activities that provide opportunities for students to develop to their fullest potential and achieve their learning objectives. Participate collaboratively and professionally with other faculty and staff to promote the general well-being of the school, and collective/individual interest of its staff and student body. Promote professional learning through self-assessment, reflection on practice and professional conversations.

Responsibilities:

Planning and Preparation:

- Assist the Teacher with the lessons and delivery of the curriculum.
- Prepare assignments and needed materials before the beginning of each activity.
- Assist the Teacher in determining the students' performance using informal and formal testing and observation, when appropriate.

The Classroom Environment:

- Maintain a physical environment (indoors and outdoors) which is safe, healthy, neat, attractive, clean, and appropriate for students and is conducive to learning.
- Develop a classroom routine and orderly transition between activities so students know what is expected of them.
- Aide student's in developing self-confidence and a positive self-image by providing an environment of acceptance and support for each student.
- Encourage initiative and a sense of responsibility for learning in students.
- Provide opportunities for creating learning.
- Follow the AIMS Model

Instruction:

- Under the direction of the assigned classroom teacher: support the implementation of the curriculum and standards.
- Prepare students for lessons by reviewing, outlining and explaining objectives.
- Give directions both verbally and visually, when appropriate by using correct grammar and a variation in voice and gestures.
- Provide activities that actively engage students in learning tasks, which are related to curriculum goals.

- Use inquiry, varied types of questions and probes to elicit student responses at various cognitive levels.
- Provide time and attention equitably among all students while circulating freely and spontaneously around the classroom.
- Reflect an attitude that values diversity.
- Provide for varied levels of student performance including multi-level teaching and accommodations, when appropriate.
- Provide stimulation and reflect flexibility to spontaneous developments during instruction.
- Employ strategies that motivate, encourage and promote high performance in all students.
- Exhibit teacher/student interactions that reflect politeness, warmth, praise and cooperation.
- Promote cooperation, buddy systems and a willingness in students to help each other.
- Aware of student's emotional, social and educational needs.
- Follow the "AIMS" Model.

<u>Professional Responsibilities:</u>

- Maintain accurate records.
- Communicate with families.
- Maintain active affiliation with a professional community while continuing to grow and develop professionally.
- Exhibit professionalism in daily activities and communication with staff and families.
- Follow the AIMS Model

Experience & Credentials:

- Bachelor's degree from an accredited university from an accredited university
- 30-Day Substitute Permit
- Previous teaching experience preferred.
- Demonstrated knowledge of and proficiency with technology and commitment to the unique role it plays in the educational arena of the 21st Century.
- Fingerprinting and tuberculosis screening.
- Bilingual preferred/desired.

Communication & Interpersonal Skills:

- Exhibits strong interpersonal and communication skills. Creates a responsive and productive working relationship with parents, children, teachers, other staff and the local community through remaining accessible and communicating clearly and concisely.
- Utilizes technology systems to effectively communicate with staff, parents and the administrative team.

The above information on this description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications required of employees assigned to this job. Individuals may perform other duties as assigned

including work in other areas to cover absences or relief to equalize peak work periods or otherwise balance the workload.

This is a non-exempt position. The incumbent is eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualification.

AIMS Counselor

DEFINITION: Provide school counseling to further the goals of academic achievement, vocational direction, and personal-social development. The counselor contributes to the achievement of these goals in ways that are appropriate and unique to him/her because of his/her position and special training. The principal goal of the counselor is to provide services that will enable the student to become aware of his own potential by utilizing his own resources as well as those of his environment so that he can maximize his efforts to become a more self-directed, fully functioning individual.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Works with students who are faced with decisions regarding school adjustment and achievement, the determination of long-range educational planning, the investigation of vocational pursuits, and effective personal-social adjustment.

Uses various preventive techniques, rather that punitive ones, to help students develop self-discipline. Assists staff and students in finding ways to change students' behavior that is inconsistent with the goals of the school or the students' own long-range goals.

Creates through group counseling and peer counseling a friendly atmosphere in which students may meet together and explore common problems and relationships.

Serves as a resource to the school in evaluating and up-dating the school's curriculum. Provides input into the curriculum to reflect student abilities and needs.

Understands and provides curriculum information to students. Schedules students into proper classes

Inform students about promotion, graduation requirements, college entrance requirement, and entry-level job requirements.

Interprets standardized test scores to students, their parents, and staff members. Arranges for special testing for students and for those students whose behavior and/or progress indicates a need for special diagnosis.

Disseminates information about and assists students with post-school opportunities. Informs students about all available sources of scholarship and financial aid and encourages and assists them in obtaining all financial awards for which they are eligible.

Assists in providing for smooth transition between schools and levels of schools (elementary to junior high, junior high to high school, high school to college) by providing information regarding registration, program, and orientation.

Coordinates all information concerning an individual student for use by teachers, other staff members, parents, social welfare workers, probation agencies, and community agencies. Refers students and parents, through the appropriate channels, to either outside agencies or specialized services within the school system.

Writes letters of recommendation as requested by the student to other institutions or to prospective employers.

Assist in improving unsatisfactory attendance and tardiness on the part of students by conferring with students and parents.

Assists in exploring alternative solutions for those students who may not succeed in the regular school program.

Other related duties as assigned.

MINIMUM QUALIFICATIONS:

Credential: Possession of a valid California Teaching Credential and services credential in a specialization in Pupil Personnel Services required

Experience: At least 5 years of demonstrated successful K-12 teaching experience as a fully credential teacher is preferred.

Education: Masters Degree in Counseling or related field from an accredited college or university.

APPLICATION PROCEDURE: Applicants must apply online at EdJoin. www.edjoin.org

NON-DISCRIMINATION POLICY

AIMS does not discriminate in any program, activity, or in employment on the basis of age, creed, sex, race, ethnic background, marital or veteran status, national origin, disability, sexual orientation or religion.

AIMS Dean of Students K-8

DEFINITION: Under the direction of a Head of Schools, organize, coordinate and administer assigned programs and activities related to student discipline, attendance and instruction at an assigned elementary school; assist the Head of School with administrative duties involving student conduct, curriculum development and school plant operations as assigned; supervise and evaluate the performance of assigned personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Plan, organize, coordinate, implement and participate in programs and activities related to the operation of an assigned elementary school, including instruction, student discipline and other programs; enforce applicable State and District codes, policies and laws; administer District and school site discipline policies and safety programs. E

Perform a variety of administrative duties to assist the Head of School in managing the school; assume the duties of the Head of Schools as assigned. E

Assist with supervision and evaluation of the performance of designated certificated and/or classified personnel; assign duties to faculty and staff as appropriate and approved by the Head of Schools to meet school objectives; assist with recruiting, interviewing and selecting new faculty and staff. E

Assist with development and administration of disciplinary procedures in accordance with District policies and State laws; receive referrals and confer with students, parents, teachers and community agencies; respond to and resolve parent, student and staff complaints; serve on discipline or expulsion panels as assigned. E

Supervise students on campus before and after school; monitor students during lunch, recess and other activities; discipline students according to established guidelines. Supervise Saturday School E

Establish, coordinate and maintain communication with community and parent groups; attend and conduct a variety of meetings and events; develop correspondence to promote school activities and achievements. E

Assist in monitoring and organizing attendance functions; prepare letters and call parents as needed regarding absent or tardy students. E

Provide direction to a variety of faculty, staff and student programs and services; participate in informal and formal classroom visitations and observations; provide recommendations and suggestions as appropriate. E

Prepare and maintain a variety of District, County, State and federally mandated records and reports regarding student attendance, discipline, cumulative records and academic achievement. E

Provide direction to the school's guidance and counseling services, school attendance issues and plant maintenance; assure programs and services meet established objectives and requirements. E

Assure the health, safety and welfare of students. E

Operate a computer and a variety of office equipment. E

Assist with monitoring the school budget; order supplies as needed; manage student body accounts as assigned.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

Education and Experience: Any combination equivalent to: Masters degree and four years of elementary classroom teaching experience. Must hold a California Teaching Credential and be eligible to receive a

California Administrative Services Credential

Knowledge Of:

- · Comprehensive organization, activities, goals and objectives of an assigned elementary school
- · School law administration, applicable sections of the State Education Code and other applicable laws
- · Modern office practices, procedures and equipment
- · Instructional standards and faculty requirements
- · Board and District policies, procedures and regulations
- · Principles and practices of administration, supervision and training
- · Interpersonal skills using tact, patience and courtesy
- · Correct English usage, grammar, spelling, punctuation and vocabulary
- · Oral and written communication skills
- · Basic computer operation
- · Public speaking techniques

Ability To:

- · Organize, coordinate and administer assigned programs and activities related to student discipline, attendance and instruction at an assigned elementary school
- · Assist the Head of Schools with administrative duties involving student conduct, curriculum development and school plant operations as assigned
- · Direct, evaluate and supervise assigned certificated and/or classified staff
- · Oversee activities regarding personnel, the physical plant, student services and activities, curriculum and instruction
- · Prepare and deliver oral presentations
- · Establish, coordinate and maintain communication with community and parent groups
- · Assist with the implementation, evaluation and modification of instructional and categorical programs in accordance with applicable laws
- · Plan and organize work.
- · Analyze situations accurately and adopt an effective course of action
- · Complete work with many interruptions
- · Establish and maintain cooperative and effective working relationships with others.
- · Understand and resolve issues, complaints or problems
- · Read, interpret, apply and explain rules, regulations, policies and procedures
- · Communicate effectively both orally and in writing
- · Maintain records and prepare reports
- Monitor students

APPLICATION PROCEDURE: Applicants must apply online at EdJoin. www.edjoin.org

NON-DISCRIMINATION POLICY

American Indian Model Schools does not discriminate in any program, activity, or in employment on the basis of age, creed, sex, race, ethnic background, marital or veteran status, national origin, disability, sexual orientation or religion.



171 12th Street 3rd Floor Oakland, CA 94607

JOB DESCRIPTION - HEAD OF DIVISION

PRIMARY FUNCTIONS

Under direction of the Superintendent, to work in close cooperation with the staff of the school, administrators of the Charter School, Board of Directors, parents, pupils, and other members of the community to determine common educational goals and objectives that will provide for an effective educational program directed toward meeting the intellectual, emotional and social needs of each student; to act as the educational leader and manager of the assigned division; to have direct responsibility for the administration of the division and its educational programs; and to perform other duties as required.

ESSENTIAL FUNCTIONS/EXAMPLES OF DUTIES

Duties may include, but are not limited to the following:

- 1. Assume educational leadership of all personnel operating in the division
- 2. Relate the instructional program of the division to the total program of the Charter School taking into account the problems of the immediate community.
- 3. Appraise the Program of the division on a continuous basis through the use of objective tests, evaluation procedures, inventories, and other means as determined by self or Superintendent; make such changes, innovations, and/or recommendations which will result in an improved educational program as a result of these appraisals.
- 4. Devote a major portion of time to working directly with teachers for the purpose of improving the learning process and analyzing the conditions which hinder the teacher, such as overcrowding, inadequate teaching materials, difficult physical conditions and other factors for the purpose of determining and recommending desirable and feasible changes.
- 5. Serve as the liaison agent between the division and the community to keep parents and community members acquainted with the program of the school and to seek advice and assistance in making the program more effective.
- 6. Assist with the recruitment and employment of staff.
- 7. Submit to the Central Office reports regarding curriculum, teacher evaluations, testing, teaching methods, grouping, attendance, and other such reports as may be required or deemed necessary to keep the appropriate office(s) informed about programs, problems, progress and innovations.
- 8. Supervise and evaluate all classified and certificated employees assigned.
- 9. Assume additional responsibilities as assigned by the Superintendent.

- 10. Provide written instructions regarding student discipline and behavior standards, provide opportunities for students and staff to establish and maintain such standards, counsel with students, parents and staff regarding specific discipline problems.
- 11. Establish systematic procedures for scheduling and programming students and teachers, and maintain written records and schedules.
- 12. Provide teachers with specific information regarding teaching assignments and related duties and provide written schedules for teacher use.
- 13. 13, Provide a healthful and safe environment; maintain written records of accidents; perform and maintain records of physical plant inspections; maintain procedures to be used in event of emergencies.
- 14. Manage the business affairs of the division, including compiling and submitting requisitions for supplies and equipment within budget limitations, maintaining a current inventory of equipment and an adequate stock of standard instructional supplies.
- 15. Supervise maintenance of pupil personnel records, attendance accounting and staff files.
- 16. Perform other duties as assigned.
- 17. Educational Credential Qualifications

QUALIFICATIONS

- 1. Possession of current, valid, appropriate California Credential(s).
- 2. Requires maintenance of an active cell phone account
- 3. Experience with the "AIMS Model" is a plus.
- 4. Valid California Driver's License
- 5. Fingerprinting & Tuberculosis test

PHYSICAL REQUIREMENTS

- 1. Ability to see for purposes of reading correspondence, documents and other printed matter.
- 2. Ability to hear and understand speech and normal levels in person and/or on the telephone.
- 3. Ability to communicate so others will be able to clearly understand a normal conversation in person, on a telephone, and or on two-way radio.

WORKING CONDITIONS

Office working environment subject to sitting at a desk and/or conference table for long periods of time, using telephone for prolonged periods of time, and reaching in all directions. Travel between campuses.

This is an exempt position. The incumbent is not eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualifications.



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JOB DESCRIPTION - HEAD OF SCHOOL

A. PRIMARY FUNCTION

Under direction of the Superintendent, to work in close cooperation with the staff of the school, administrators of the Charter School, Board of Directors, parents, pupils, and other members of the community to determine common educational goals and objectives that will provide for an effective educational program directed toward meeting the intellectual, emotional and social needs of each student; to act as the educational leader and manager of the school; to have direct responsibility for the administration of the school and its educational programs; and to perform other duties as required.

B. ESSENTIAL FUNCTIONS/EXAMPLES OF DUTIES

Duties may include, but are not limited to the following:

- 1. Assume educational leadership of all personnel operating in the school.
- 2. Relate the instructional program of the school to the total program of the Charter School taking into account the problems of the immediate community.
- 3. Appraise the Program of the school on a continuous basis through the use of objective tests, evaluation procedures, inventories, and other means as determined by self or Superintendent; make such changes, innovations, and/or recommendations which will result in an improved educational program as a result of these appraisals.
- 4. Devote a major portion of time to working directly with teachers for the purpose of improving the learning process and analyzing the conditions which hinder the teacher, such as overcrowding, inadequate teaching materials, difficult physical conditions and other factors for the purpose of determining and recommending desirable and feasible changes.
- 5. Serve as the liaison agent between the school and the community to keep parents and community members acquainted with the program of the school and to seek advice and assistance in making the program more effective.
- 6. Serve as the Chief Public Relations Officer for the school.
- 7. Assist with the recruitment and employment of staff.
- 8. Submit to the Central Office reports regarding curriculum, teacher evaluations, testing, teaching methods, grouping, attendance, and other such reports as may be required or deemed necessary to keep the appropriate office(s) informed about programs, problems, progress and innovations.
- 9. Supervise and evaluate all classified employees at site.
- 10. Assume additional responsibilities as assigned by the Superintendent.

- 11. Provide written instructions regarding student discipline and behavior standards, provide opportunities for students and staff to establish and maintain such standards, counsel with students, parents and staff regarding specific discipline problems.
- 11. Establish systematic procedures for scheduling and programming students and teachers, and maintain written records and schedules.
- 12. Provide teachers with specific information regarding teaching assignments and related duties and provide written schedules for teacher use.
- 13. Provide a healthful and safe school environment; maintain written records of accidents; perform and maintain records of physical plant inspections; maintain procedures to be used in event of emergencies.
- 14. Manage the business affairs of the school, including compiling and submitting requisitions for supplies and equipment within budget limitations, maintaining a current inventory of equipment and an adequate stock of standard instructional supplies.
- 15. Supervise maintenance of pupil personnel records, attendance accounting and staff files.
- 16. Perform other duties as assigned.

C. QUALIFICATIONS

- 1. Possession of current, valid, appropriate California credential(s).
- 2. Requires maintenance of an active cell phone account.
- 3. Experience with the "AIMS Model"

D. PHYSICAL REQUIREMENTS

- 4. Ability to see for purposes of reading correspondence, documents, and other printed matter.
- 5. Ability to hear and understand speech and normal levels in person and/or on the telephone.
- 6. Ability to communicate so others will be able to clearly understand a normal conversation in person, on a telephone, and or on two-way radio.

E. WORKING CONDITIONS

Office working environment subject to sitting at a desk and/or conference table for long periods of time, using telephone for prolonged periods of time, and reaching in all directions. Travel between campuses.

This is an exempt position. The incumbent is not eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualification.



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INSTRUCTIONAL AIDE I

POSITION SUMMARY

Performs any combination of the following instructional tasks in the classroom to assist teaching staff by performing the following duties.

DUTIES AND RESPONSIBILITIES

- Supplements and reinforces the work of the teacher.
- Assist with all school paperwork such as; report cards, transcripts, grades sheets, work samples, and fourth file.
- Discusses assigned teaching area with the teacher to coordinate instructional efforts.
- Tutor students individually or in groups with lessons assignments to present or reinforce learning concepts.
- Assist with organization of the classroom files, closets, bulletin boards etc.
- Prepares, administer, and grades examinations.
- Assist in teaching
- Performs other duties as assigned.

QUALIFICATIONS

Education and Experience:

Any combination of experience and education likely to provide the required knowledge, skills, and abilities, typically:

Minimum:

- AA Degree from an accredited community college
- Finger print and Tuberculosis screening
- Bilingual preferred/desired

This is a non-exempt position. The incumbent is eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualifications.



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INSTRUCTIONAL AIDE II

POSITION SUMMARY

Performs any combination of the following instructional tasks in the classroom to assist teaching staff by performing the following duties.

DUTIES AND RESPONSIBILITIES

- Supplements and reinforces the work of the teacher.
- Assist with all school paperwork such as; report cards, transcripts, grades sheets, work samples, and fourth file.
- Discusses assigned teaching area with the teacher to coordinate instructional efforts.
- Tutor students individually or in groups with lessons assignments to present or reinforce learning concepts.
- Assist with organization of the classroom files, closets, bulletin boards etc.
- Prepares, administer, and grades examinations.
- Assist in teaching
- Performs other duties as assigned.

QUALIFICATIONS

Education and Experience:

Any combination of experience and education likely to provide the required knowledge, skills, and abilities, typically:

Minimum:

- Bachelor's Degree from an accredited institute higher learning.
- Finger print and Tuberculosis screening
- Bilingual preferred/desired

This is a non-exempt position. The incumbent is eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualifications.



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INSTRUCTIONAL AIDE III

Assist the teacher in a variety of learning environments and activities that provide opportunities for students to develop to their fullest potential and achieve their learning objectives. Participate collaboratively and professionally with other faculty and staff to promote the general well-being of the school, and collective/individual interest of its staff and student body. Promote professional learning through self-assessment, reflection on practice and professional conversations.

Responsibilities:

Planning and Preparation:

- Assist the Teacher with the lessons and delivery of the curriculum.
- Prepare assignments and needed materials before the beginning of each activity.
- Assist the Teacher in determining the students' performance using informal and formal testing and observation, when appropriate.

The Classroom Environment:

- Maintain a physical environment (indoors and outdoors) which is safe, healthy, neat, attractive, clean, and appropriate for students and is conducive to learning.
- Develop a classroom routine and orderly transition between activities so students know what is expected of them.
- Aide student's in developing self-confidence and a positive self-image by providing an environment of acceptance and support for each student.
- Encourage initiative and a sense of responsibility for learning in students.
- Provide opportunities for creating learning.
- Follow the AIMS Model

Instruction:

- Under the direction of the assigned classroom teacher: support the implementation of the curriculum and standards.
- Prepare students for lessons by reviewing, outlining and explaining objectives.
- Give directions both verbally and visually, when appropriate by using correct grammar and a variation in voice and gestures.
- Provide activities that actively engage students in learning tasks, which are related to curriculum goals.

- Use inquiry, varied types of questions and probes to elicit student responses at various cognitive levels.
- Provide time and attention equitably among all students while circulating freely and spontaneously around the classroom.
- Reflect an attitude that values diversity.
- Provide for varied levels of student performance including multi-level teaching and accommodations, when appropriate.
- Provide stimulation and reflect flexibility to spontaneous developments during instruction.
- Employ strategies that motivate, encourage and promote high performance in all students.
- Exhibit teacher/student interactions that reflect politeness, warmth, praise and cooperation.
- Promote cooperation, buddy systems and a willingness in students to help each other.
- Aware of student's emotional, social and educational needs.
- Follow the "AIMS" Model.

Professional Responsibilities:

- Maintain accurate records.
- Communicate with families.
- Maintain active affiliation with a professional community while continuing to grow and develop professionally.
- Exhibit professionalism in daily activities and communication with staff and families.
- Follow the AIMS Model

Experience & Credentials:

- Bachelor's degree from an accredited university from an accredited university
- 30-Day Substitute Permit
- Previous teaching experience preferred.
- Demonstrated knowledge of and proficiency with technology and commitment to the unique role it plays in the educational arena of the 21st Century.
- Fingerprinting and tuberculosis screening.
- Bilingual preferred/desired.

Communication & Interpersonal Skills:

- Exhibits strong interpersonal and communication skills. Creates a responsive and productive working relationship with parents, children, teachers, other staff and the local community through remaining accessible and communicating clearly and concisely.
- Utilizes technology systems to effectively communicate with staff, parents and the administrative team.

The above information on this description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications required of employees assigned to this job. Individuals may perform other duties as assigned

including work in other areas to cover absences or relief to equalize peak work periods or otherwise balance the workload.

This is a non-exempt position. The incumbent is eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualification.

Board Approved: 5/16/17

American Indian Model Schools ELD Teacher





Under the direction of the Superintendent and/or ELD Coordinator, teach one or more classes in the field of English to students in grades K through 8 who are English learners; assist in other school programs as assigned; and create a flexible program and environment favorable to learning and personal growth in accordance with each student's ability.

Essential Duties and Responsbilities:

- Teach knowledge and skills in English to English learners utilizing course of study adopted by the Board of Education, and other appropriate learning activities; instruct students in basic communication skills to facilitate their transition into the regular instructional program:
- Plan a balanced and organized daily class time so that instruction can be accomplished within the alotted time; develop weekly lesson plans and instructional materials.
- Maintain professional competence through participation in in-service education activities provided by the district and/or in self-selected professional growth activities; participate in faculty and/or district meetings and committees.
- May perform other duties as assigned.

Qualifications:

Knowledge of:

Basic subject matter of English language development; principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of primary and secondary students.

Experience:

Student teaching, internship, or full-time teaching.

Education:

Bachelor's degree from an accredited college or university.

Preferred: Bilingual in Mandarin or Spanish

Physical Performance Requirements: Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of supplies and other work related materials will vary, but generally be less than twenty pounds

Licences/Credentials: Valid California Single or Multiple Subject Credential or other appropriate credential authorizing service in English; and an English Learner authorization. Possession of a Valid California Driver's License, if required.

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AMERICAN INDIAN MODEL SCHOOLS (AIMS)-Oakland

K-8 Teacher: Multi-subject

OVERVIEW:

Provide a high quality instruction within a small school environment where every student is known and valued as an individual; uphold the mission and values of American Indian Model Schools (AIMS) and contribute to our goal that every student in California has access to a high quality public education.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- -Establish a culture of high expectations that includes the shared belief that every student will attend college.
- -Develop and implement lesson plans and classroom activities aligned with Common Core Standards and AIMS Instructional Guidelines.
- -Assess students regularly and analyze student results; refine and differentiate classroom instruction based on assessment data and student needs.
- -Collaborate with colleagues to improve instructional practices throughout the school; share best practices.
- -Communicate regularly with students and their families about classroom activities and student progress.
- -Involve parents and guardians as partners in their students' education.
- -Manage student behavior to ensure every student is fully engaged.
- -Actively participate in professional development activities, and work closely with Head of School and Dean.
- -Maintain accurate student records including attendance.
- -Identify unique student needs and collaborate with team members to effectively address those needs.
- -Support the mission, vision, and core values of AIM Schools.
- -Perform other related duties as required and assigned from Head of School and Deans.
- -Flexibility of schedule to accommodate monthly Saturday School, Summer School, as well as additional after school tutoring
- -At the least, a 1 year commitment. A 3 year commitment is preferred and is eligible for a bonus at the end of the term.

QUALIFICATIONS:

- 1) Required knowledge, skills & abilities:
- -Knowledge and application of child cognitive development and various learning styles
- -Knowledge of various subject matter, including Common Core Standards and subject-specific frameworks
- -Understanding and ability to create assessments according to standards every 6-8 weeks
- -Ability and willingness to implement AIMS Instructional Guidelines and Best Practices
- -Aptitude to analyze qualitative and quantitative student data to inform next phase of teaching
- -Capacity and willingness to reflect and improve instructional practices to better serve students
- -Ability to collaborate with colleagues, parents and community
- -Computer and Internet search skills
- 2) Minimum educational level:
- -Bachelors' degree
- -Valid California Teaching Credential: multi-subject required for K-8
- -English Language Learner Authorization required
- -NCLB Highly Qualified
- 3) Experience required:
- -1+ year working with students as a teacher, teacher intern, or teaching assistant preferred



American Indian Model Schools

171 12th Street 3rd Floor Oakland, CA 94607

K-12 COUNSELOR

PRIMARY FUNCTION:

Under the supervision of the Superintendent the K-12 Counselor supports students, families and staff in the areas of mental health, school climate, multi-disciplinary student support structures, crisis response and relationship building with local youth outreach agencies.

DUTIES AND RESPONSIBILITIES

- Build and facilitate effective student support structures, including the Student Assistance Program (SAP) and Student Success Team (SST)
- Provide classroom and student behavior support to teachers
- Help schools develop/enhance a positive school climate
- Provide mental health and crisis services to students and families
- Provide families with information and referral to a broad range of community organizations and resources
- Coordinate school-wide health awareness activities and events in collaboration with school staff
- Provide professional development to teachers, staff, and parents on topics including personal wellness, youth development, and substance abuse prevention.
- Case manage students receiving mental health services as a part of their Individualized Education Plan
- Supervise graduate interns in mental health or counseling internships who provide therapeutic and social work services to students
- Assess student and school site needs and develop innovative programs to address identified needs (i.e. mentoring programs, Gay Straight Alliance, etc.)
- Serve as liaison between AIMS and community based services to strengthen and sustain school-based supports.
- Promote understanding of familial, cultural and community factors that affect students' experience at school.
- Collaborate with school staff and AIMS Administration to develop and implement student attendance improvement strategies that include family involvement.
- Assess home, school, personal, and community factors that may affect a student's learning, which may include observations of student in school and home settings, and a review of educational records and academic work.

- Provide short-term, goal-oriented individual mental health interventions when socialemotional needs impact academic learning or ability to participate in school day; facilitate connection to more extensive services if determined necessary.
- Facilitate mental health and/or psycho-educational support groups for students.
- Perform extra duties as assigned.

QUALIFICATIONS:

- Master's Degree and PPS Credential in Social work.
- Experience providing case management, facilitating support groups, and delivering mental health interventions in a school setting.
- Experience coordinating and knowledge of comprehensive support systems in schools.
- Multi-cultural competency; bilingual and bicultural desired (Spanish and/or Mandarin)

This is an exempt position. The incumbent is not eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualification.

Board Approved: 11/21/17



American Indian Model Schools

171 12th Street 3rd Floor Oakland, CA 94607

PARENT COORDINATOR

Summary Description:

The Parent Coordinator is part of the administrative leadership team working under the supervision of The Head of School and Operations Department. Parent Coordinator will engage with and involve parents in the school community by working with the Head of School, school staff, school leadership team, parent associations, community groups and parent advisory councils. This position serves all AIMS schools.

This position focuses on creating a welcoming environment for parents, and maintaining year-round family involvement. The Parent Coordinator will identify parent and related school/community issues and work with the Head of School to see they are addressed in a timely manner.

Duties and Responsibilities:

- Assists with leading parent advisory councils SSC.
- Leads FAC (Family Advisory Committee).
- Performs parent outreach, calling families on a regular basis.
- Ensures translation services are provided at school meetings and orientations.
- Increases parent involvement in the school by working closely with all school, parent and community organizations.
- Serves as facilitator for parent and school community concerns and issues including, for example, school policies or facilities issues.
- Conducts outreach to engage parents in their children's education.
- Convenes regular parent meetings and events around topics of key concerns to parents.
- Attends parent meetings along with the Head of School, where appropriate.
- Works with the school parent association, where needed, to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with School/District/State and Federal regulations.
- Serves as a school liaison to parent support staff.

- Maintains ongoing contact with community organizations that are involved with providing services to the school's educational program.
- Assists with organizing back to school and other events to increase parental and community involvement and creates a welcoming school environment to parents.
- Performs other duties as assigned.

Requirements:

Bachelor's degree from an accredited college and two years of experience in community work in an area related to the duties described above; or an Associate Degree or its educational equivalent and four years of experience in community work in an area related to the duties described above is preferred.

\mathbf{OR}

A high school diploma and six years of experience in community work in an area related to the duties described above.

Preferred

- Familiarity with the Oakland Public Charter School system.
- Presently or formerly a public-school parent.
- Experience with convening workshops.
- Bilingual where there is a significant non-English speaking population.
- Excellent communication, organizational, interpersonal and problem-solving skills.
- Conflict resolution and mediation skills.
- Experience working with families and parents.
- Proficiency with MS Word, Excel, electronic mail, and internet.
- Experience with grant writing and other fund raising strategies.

Position will require flexibility with respect to work hours in order to meet the needs of parents, including early mornings, evenings and weekends. The position may also require occasional assignment to different work sites such as during summer months.

This position is an exempt position. The incumbent is not eligible for overtime compensation.

The Board of Directors reserves the right to waive any minimum qualification.

Board Approved: 5/16/17

American Indian Model Schools Oakland California PE AID HR@aimschools.org

Physical Education Teacher QUALIFICATIONS: 1. AA or AA Equivalency 2. Physical stamina and skill

. REPORTS TO: Head of School

JOB GOAL: To support developing in each pupil an understanding of the relationship of good body function and exercise; to motivate each pupil to cultivate physical fitness, hygienic habits, and good social and emotional adjustment; to discover and develop talents of pupils in physical achievement; to develop strength, skill, agility, poise, and coordination in individual, dual, and team physical activities and sports, in accordance with each pupil's ability.

PERFORMANCE RESPONSIBILITIES:

Supports the PE teacher in the following:

- 1. Teaches knowledge and skills in physical fitness, health education, rhythms and dance, and individual, dual, or team sports, utilizing course of study adopted by the Board of Education and other appropriate learning activities.
- 2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- 3. Works cooperatively with other physical education teachers in planning a balanced physical education program.
- 4. Analyzes, demonstrates, and explains basic skills, knowledge's, and strategies of formal sports, games rhythms, and fundamentals of body movement.
- 5. Provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil, to the extent feasible.
- 6. May teach Physical Education classes for handicapped pupils, interscholastic athletics, or drill team to senior high pupils.
- 7. Provides appropriate safety instruction and makes safety checks on equipment and field areas to insure the over-all safety of pupils.
- 8. Maintains control of storage and use of school-owned property.
- 9. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive environment in the physical education areas.
- 10. Evaluates each pupil's growth in physical skills, knowledge, and contribution in team sports.
- 11. Maintains professional competence through in-service education activities provided by the district, and/or in self-selected professional growth activities.

American Indian Model Schools Oakland California PE AID HR@aimschools.org

- 12. Participates cooperatively with the appropriate administrator to develop the method by which he/she will be evaluated in conformance with district guidelines.
- 13. Selects and requisitions uniforms, equipment, and instructional aids; maintains required inventory records.
- 14. Communicates with parents and school counselors on pupil progress.
- 15. Identifies pupil needs and cooperates with other professional staff members in helping pupils solve health, attitude, and learning problems.
- 16. Supervises pupils in out-of-classroom activities during the assigned work day.
- 17. Participates in curriculum and other developmental programs.
- 18. Participates in faculty committees and the sponsorship of student activities.
- 19. Performs other duties as many, from time to time be assigned by the supervisor



American Indian Model Schools

171 12th Street 3rd Floor Oakland, CA 94607

STUDENT SUPERVISION AIDE

Basic Functions:

Perform a wide variety of routine duties requiring good communications skills by assisting school staff in supervising students in eating areas, traffic areas, and study hall rooms and by assisting staff with basic clerical needs.

Duties:

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

- Maintain order when students are lining up, eating and studying.
- Guide students in maintaining a clean eating area.
- Guide students in safe drop-of and pick-up procedures.
- Supervise organized recreational activities.
- Enforce school rules regarding the health, safety and conduct of students.
- Report all accidents resulting in student injuries to designated staff.
- Perform basic clerical tasks such as filing and typing and materials distribution.
- Perform other duties as assigned

Minimum Qualifications, Training, Education and Experience:

Any combination of education, training and/or equivalent to graduation from high school and one year of relevant experience.

Requirements:

Finger print clearance and tuberculosis clearance.

Knowledge and Abilities:

Ability to:

Supervise school aged children and ensure safe, clean and orderly student environments; communicate with others using tact, patience and courtesy; understand and follow oral and

written instructions; work cooperatively with others; meet schedules and timelines; complete work accurately; administer first aid.

Knowledge of:

District policies regarding health, safety and other procedures; first aide techniques

Working Conditions:

Environment:

Urban school setting. Constant interruptions.

Physical Demands:

Hearing and speaking sufficient to exchange information in person or on the telephone; seeing sufficient to read a variety of documents; reaching overhead, above the shoulders or horizontally, or bending at the waist; dexterity of hands and fingers to work with students in a supervision capacity and to operate standard office equipment.

This is a non-exempt position. The incumbent is eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualification.

Board Approved: 5/16/17



American Indian Model Schools

TEACHER ON SPECIAL ASSIGNMENT

DESCRIPTION

Under the direction of the Superintendent or designee the Teacher on Special Assignment serves as an educational leader of the school. The Teacher on Special Assignment is accountable to the Superintendent or designee for the quality of teaching, curriculum, instruction, postsecondary preparation, and the achievement of students.

RESPONSIBILITIES

- Helps top ensure compliance with Ed. Code and Charter.
- Provides/supports training of new hires.
- Substitutes for school administrators as needed.
- Assists/plans Professional Development training for teachers.
- Collaborates with staff and offers AIMS aligned guidance to support teachers in decisions regarding curriculum and support for struggling students.
- Provides/arranges for direct coaching to teachers.
- Provides/arranges for College counseling.
- Directs/Facilitates testing to students and training to teachers.
- Directs/coordinates CELDT testing, STAR testing and SBAC testing.
- Directs/advises on curriculum and assessment.
- Directs/Coordinates AP program.
- Supports monthly Saturday School
- Pursues grant opportunities.
- Direct/prepare all required reports in accordance with legal requirements.
- Ensures high level of rigor for K-12.
- Performs other duties as assigned

EDUCATION AND EXPERIENCE:

- Masters' Degree in educational related field
- Possesses or eligible for Administrative Services Credential (desired)
- Minimum 3 years of successful teaching

QUALIFICATIONS

- 3 letters of recommendation (1 from a direct supervisor)
- Demonstrated observation and coaching ability in classroom

This is an exempt position. The incumbent is not eligible for overtime compensation. The Board of Directors reserves the right to waive any minimum qualification.

Board Approved: 5/16/17

CHARTER RENEWAL PERFORMANCE REPORT – INSTRUCTIONS

Background

According to Board Policy 0420.4 - Philosophy, Goals and Objective; Charter Schools:

...Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, public governance systems, and multiple measures for evaluating the educational program...

Filings that request charter renewal must include, but not be limited to, reporting of: fiscal accountability systems, public governance systems, multiple measures for evaluating the educational program, and student performance data.

Therefore, in keeping with this policy, the Office of Charter Schools (OCS) asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points and information that may not be available through other sources.

Goals

- Highlight unique areas of success from the charter school's perspective beyond traditional academic measures
- Provide guidance for OCS for further inquiry during the renewal site visit
- Collect additional information related to OCS priority areas that may not be available elsewhere in the petition

Guidelines

The performance report includes requests for descriptive responses as well as data tables. Where descriptive responses are requested, please provide comprehensive yet concise responses. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

A draft of this report needs to be submitted to OCS staff (charteroffice@ousd.org) via e-mail in Word format at least 2 weeks before either the renewal site visit or the submission of the charter renewal request, whichever is earlier. The final draft of this Performance Report needs to be submitted as an Appendix in the Renewal Charter Petition.

Measurable Pupil Outcomes (MPOs): Please update your school's MPOs in the Reporting Center for all years of the current charter term by the same deadline as the performance report (2 weeks before the renewal site visit or charter renewal request submission, whichever is earlier). Please note, the District is transitioning away from the Collective MPOs that many charter schools adopted previously. A simplified MPO template will be posted on the <u>Petitioner Resources page</u> of the OCS website.

CHARTER RENEWAL PERFORMANCE REPORT – OPEN RESPONSES

1. Instruction

Describe any unique schoolwide instructional practices that have positively impacted student outcomes.

- Blended Learning
- Small group instruction
- ELD support
- Sp.Ed. Support
- After School Tutoring
- Saturday School
- Peer Tutoring
- 30/30/30 Mode in ELA and Math (30 mins direct instruction, 30 mins cooperative and independent learning, 30 minutes of blended learning).

For more information, please refer to our AIMS MS Curriculum page(https://docs.google.com/document/d/1udza-GJeU2C4xcczXt73KnBs1rFc2cjvICgFmlbVQa4/edit?usp=sharing)

2. Areas of Success

Describe any unique areas of success beyond traditional academic measures.

- Sports Championships
- Student government
- Manhood and Womanhood development programs
- Techbridge engineering club
- Debate club championships
- Musical Theater
- Band
- Restorative Justice Program
- Social emotional counseling for students
- Case management for families
- PBIS (Positive Behavioral Interventions and Supports)

Please refer to our AIMS MS achievement file

(https://drive.google.com/drive/folders/1Fle2Z94kEY8zGVbBqW8DVjaVAX8uK EO?usp=sharing)

3. Diversity of student enrollment

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners, students with disabilities, or of homeless status)?

AIMS MS participates in Oakland Enrolls. We also use diverse postings for enrollment to show that we are inclusive. We are very transparent and direct regarding the fact that students with disabilities are welcome to apply and enroll.

For further information, please refer to our diversity in enrollment plan (https://docs.google.com/document/d/1DnmpwHDHTmy4To8MhAgH342NuXMNCQzs0a5sexXFrfc/ed it?usp=sharing)

4. Student engagement

Are there opportunities for students to be involved in decision-making and the governance of the school?

AIMS MS has an active SGA program.

Student government is elected by their peers and leads many of the student engagement activities and procedures.

What is an example of a change you have made to the school based on student feedback? Students in AIMS MS have a spring and fall spirit week. This shift in scheduling was done as a decision of SGA. Additionally AIMS SGA is responsible for planning all spirit week activities including grade level competitions, festivals, and prep rallies.

5. Family engagement

How do families voice concerns?

Families are able to voice concerns in numerous ways such as via email access to all staff, teachers, and head of divisions, via phone (ring central app), and also through the platform parentsquare. AIMS MS staff are on campus daily to assist parents with any additional concerns.

Are there opportunities for families to be involved in decision-making and the governance of the school?

AIMS MS has a LCAP Advisory Committee, an ELAC, and a Family Advisory Committee.

What is an example of a change you have made to the school based on family feedback? Through feedback from ELAC, AIMS had a Parent ELL class last year and will continue this practice this year.

Through FAC there was a need for parenting classes this occurred last year, and will continue this year.

Please refer to our parent engagement report for further information

(https://drive.google.com/file/d/1yfFGxRSq29ittxgiYj_xlRB-aDSdBBp8/view?usp=sharing)

6. Teacher engagement

Are there opportunities for teachers to be involved in decision-making and the governance of the school?

AIMS MS has lead teachers for each grade level. These teachers support the work of their colleagues and act as a liaison to between their colleagues and administration

What is an example of a change you have made to the school based on teacher feedback? Teachers requested that students come to them as opposed to them moving classroom to classroom. This change was implemented during the 2018-2019 School year. Lead teachers spearheaded the

creation of novel study units that their colleagues used. While school administration and operations spent a great deal of time incorporating legal and medical plans for learning continuity, teachers were invited into the details of best practices that have led to adjustments in overall plans. An example of that includes the management of the LMS and the focus for professional development on the most needed and helpful programs. Teacher struggles also led to hiring the administrative assistant who will focus most of his energy on supporting teachers (and students) in their technology use.

7. Performance of key student groups

How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement?

(a) English learners

AIMS MS has an extensive ELD program which does pull out and push in work. In addition, there is a Newcomer class. AIMS MS has invested in Rosetta Stone to accelerate the BICS (Basic Interpersonal Communication Skills) to lead to greater success in CALP (Cognitive Academic Language Proficiency). We are working on improving the number of reclassified students.

(b) students with disabilities

In 2018, AIMS developed an independent Special Education department to fill the need for quality services and support for students with disabilities (SWD's). AIMS currently employs one Resource Specialist and Instructional Aide for K-8th, and a Special Education Coordinator/ High School Resource Specialist. Supplementary services such as Speech, Occupational Therapy, and School Psychology are provided by the OUSD SELPA on the two AIMS Campuses. SWDs receive both push in and pull out services as well as executive functioning and study skills classes. AIMS Sp.Ed. teachers also provide professional development to our general education teachers.

(c) students in need of remediation

Peer tutoring, blended learning, after school tutoring, and Saturday School are all employed to support students who are struggling with increasing (tier) focus. Other than classroom teacher reteaching, the peer tutoring for a limited time, followed by teacher assessment has been very successful for students who have missed out on one or two lessons. Students needing more significant remediation have found success with ALEKS, Quill, Rosetta Stone, and Standards Plus work. A significant percentage of students who began the year two or more grades below level in Math improved up to or nearly to grade level by the second semester. After school tutoring and Saturday school continue to be places of targeted support for students who need a quiet, or stable environment for their academic remediation focus, in addition to receiving help from two or more educators whom the student knows.

(d) advanced students performing above grade level, and

Advanced students have similar opportunities to continue their work beyond what is being currently covered in their classrooms using ALEKS, Quill, Standards Plus, and even Rosetta Stone. Teachers support these students by connecting them to more advanced resources.

(e) any other student groups you are paying particular attention to

Students who struggle with housing and food insecurity are being addressed through the FRPM and contact with the District Counselor and Parent Coordinator. We continue to seek ways to support students or families who do not share their insecurity status with us as well as we are able, upon finding that information.

8. Governance

Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?

The board holds three committee meetings and one board meeting monthly. Staff presents at all meetings. Dates, locations, times, and material are posted within the Brown Act requirement. The meeting agendas have space for community comments including that of teachers, students, and parents. Contact for all board members is publicly posted.

Board members are invited to various school events as well campus walkthroughs throughout the year.

Does the governing board evaluate the school leader? If so, how?

The board does not evaluate the school leader. The CEO/Superintendent is the sole employee of the board and is evaluated yearly according to the terms of her contract.

Provide an example of a recent issue or policy that the board is working on.

The board recently updated its bylaws and UCP (https://static1.org/board-other-docs & https://static1.squarespace.com/static/5c7f148ef8135a6324962c34/t/5f4e8909de11693fefc3928d/1 598982411604/Revised_AIMS_Charter_Schools_Uniform_Complaint_policy.7.20.2020.pdf)

9. Innovation

What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?

ALEKS (supplemental Math Curriculum)

Rosetta Stone (Supplemental curriculum for World Languages & ELD support)

Novel Based ELA Curriculum

Extended instructional time for ELA & Math (90 min M-F for each)

After School Tutoring by the Teachers

Academic Saturday School

10. Verified Data (only applicable to schools meeting the middle or low renewal tier criteria; OCS may follow up with further requests around this data, including the raw data.)

For data that the school considers to be meeting the Ed Code definition¹ of "verified data", please include a summary of the results from your school's verified data.

Please also describe how and to what extent the data shows (a) evidence that the school achieved measurable increases in academic achievement (defined by at least one year's progress for each year

¹ "Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (see Ed Code 47607.2(c)(1))
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in the school) and/or (b) evidence of strong postsecondary outcomes (defined by college enrollment, persistence, and completion rates equal to similar peers).

CHARTER RENEWAL PERFORMANCE REPORT – DATA REQUEST

Demand/Waitlist Information (only for incoming grade levels: K, 6, 9)

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
		К	180	100	30
EXAMPLE	4/1/18	6	115	100	5
		9	90	100	0
		K			
Year 1	3/2/16	6	126	60	50
		9			
		K			
Year 2	3/7/17	6	225	61	150
		9			
		K			
Year 3	3/6/18	6	214	56	110
		9			
		K			
Year 4	3/8/19	6	218	75	95
		9			
		K			
Year 5	3/9/20	6	213	76	40
		9	·		·

Pupil Mobility

	<u>Number</u> of Students			Percent of Total Enrollment				
Student Group	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Students who joined the school after the first day of school	10	10	13	15	6.9	6.8	8.1	5.1
Students who left the school during the school year	4	7	14	7	2.7	4.8	8.7	3.0

Enrollment (for Year 5 of current charter term)

Student Group	<u>Number</u> Enrolled	Percent of Total Enrollment
Total Enrollment	237	
Asian	75	31.64%
Black or African American	47	19.83%

Filipino	0	0
Hispanic or Latino	21	8.86%
Native American or Alaskan Native	0	0
Native Hawaiian or Pacific Islander	0	0
White	10	4.10%
Two or More Races	4	1.67%
Race Not Reported	1	.42%
Male	130	54.85%
Female	107	45.14%
Homeless Students	0	0
Foster Youth	0	0
FRPM-Eligible/Economically Disadvantaged	179	75.53%
English Learners	114	48.10%
Special Education/Students with IEPs	7	2.95%

^{*} If official data for certain student groups are not yet available, please provide the most updated unofficial number.

Expulsions

Student Group	Year 1	Year 2	Year 3	Year 4
Schoolwide	0	0	0	0
Asian	0	0	1	0
Black or African American	0	0	0	1
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Native American or Alaskan Native	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0
Race Not Reported	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Homeless Students	0	0	0	0
English Learners	0	0	0	0

Page 8 Charter Renewal Performance Report

Students with Disabilities	0	0	0	0
Students with Disabilities				U

Graduation Information (High Schools only) - For Year 4 of current charter term

Cohort Graduation Rate	N/A
Cohort Dropout Rate	N/A

If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.

Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

	Year 1	Year 2	Year 3	Year 4
% attending 4-year college				
% attending 2-year college				
% attending vocational/ technical training				
% joined military				
% working exclusively				

Teacher Recruitment/Retention (for each year of current charter term)

	Year 1	Year 2	Year 3	Year 4	Year 5
	16-17	17-18	18-19	19-20	20-21
Total # of classroom teachers	8	7	7	11	8
# of new classroom teacher hires	4	5	3	6	1
# of classroom teachers retained from prior year	4	2	4	4	8
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	2	1	1	2	0
# of currently vacant classro	om teaching po	sitions (FTEs)			1

Teacher Ethnicity (for Year 5 of current charter term)

Total # of classroom teachers	8
# Asian	0
# Black or African American	3
# Hispanic or Latino	2
# White	3
# Other Ethnicity or Missing	0

CHARTER RENEWAL PERFORMANCE REPORT – FACILITIES AND PROPOSED MATERIAL REVISIONS/SUBSTANTIAL CHANGES

Facilities

Please respond to the following:

Does the school's current lease extend through the end of the requested charter term? If not, please describe your plans for a facility solution. N/A

Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term?

Yes. The charter school will be applying for district facilities for Prop 39 during the course of the upcoming charter term.

Proposed Material Revisions/Substantial Changes

Note: Material revision requests typically will need to be submitted *separately* from the renewal petition (i.e. not embedded in the renewal petition). Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:

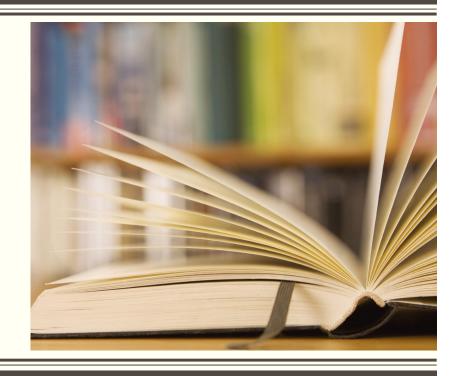
If applicable: Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas:

- Substantial changes to the educational program
- Changes in grade levels to be served N/A
- Increasing the enrollment cap N/A
- Changes to lottery preferences or admission procedures N/A
- Changes to the governance structure
- Adding or changing school location (with the exception of moving into a District-owned facility)
 N/A
- Entering into or revising a contract with a Charter Management Organization

The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the OCS Material Revision Handbook for more detailed information.

N/A

2020-2021 AMERICAN INDIAN MODEL SCHOOLS ADOPTION BUDGET



Presented June 16, 2020 Board Meeting Presenter: Katema Ballentine, CBO

2020-21 ADOPTION BUDGET

This presentation is brought to you in partnership with our superintendent Maya Woods-Cadiz, our back office provider CSMC Adrienne Barnes, our Chief Business Officer, Katema Ballentine and Human Resources department along side our incredible School Leadership Staff.

We present the first read of American Indian Model Schools proposed 2020-2021 Adopted Budget.

2020-21 ADOPTION BUDGET INTRODUCTION

Per California Education Code 42127, the Governing Board shall hold a public hearing, adopt a Local Control Accountability Plan (LCAP) and a budget and file it with the Oakland Unified School District and the County Superintendent of Schools on or before July 1.

AIMS budget development process ensures that the adopted budget submitted complies with state standards and the criteria adopted by the State Board of Education.

The Adoption Budget is due to Oakland Unified School District on June 16, 2020

CALIFORNIA 2020-2021 BUDGET ASSUMPTIONS

Proposition 98

Governor Newsom's revision to his 2020–21 State Budget proposal reflects significant changes to Proposition 98 in the current and budget years, totaling \$19 billion.

In future years, Governor Newsom plans to provide supplemental appropriations above the constitutionally required Proposition 98 funding level, beginning in 2021–22, and in each of the next several fiscal years.

Local Control Funding Formula (LCFF)

For the first time since its creation, the Local Control Funding Formula (LCFF) is facing a reduction instead of an increase. Officially, the statutory cost-of-living adjustment (COLA) is calculated at 2.31% and applied to the LCFF, but a reduction of 10% (\$6.5 billion) will be applied unless "triggered off if the federal government provides sufficient funding to backfill this cut."

CALIFORNIA 2020-2021 BUDGET ASSUMPTIONS

Retirement

Administration proposes to redirect the \$2.3 billion paid in the current-year budget to the California State Retirement Systems (CalSTRS and CalPERS) towards long-term unfunded liabilities to further reduce employer contribution rates in 2020–21 and 2021–22.

For AIMS, this reallocation will reduce the CalPERS employer contribution rate from 22.67% to 20.7% in 2020–21, and from 25% to 22.84% in 2021–22.

Categorical Cuts

The Administration proposes cuts to several non-LCFF programs including: After School Education and Safety, K-12 Strong Workforce Program, CTE Incentive Grants, Adult Education Block Grant, and several others.

CALIFORNIA 2020-2021 PLANNING FACTOR ASSUMPTIONS

Planning Factor	2020-21	2021-22	2022-23
LCFF	2.31%	2.48%	3.26%
Statutory COLA	- 10.00%	- 12.178%	-14.95%
Base Grant Proration Factor	<mark>- 7.92%</mark>	0.00%	0.00%
Effective Change in LCFF	-10.00%	-10.00%	-10.00%
Add-on, ERT & MSA Prorated Factor			
STRS Employer Rates	16.15%	16.02%	18.40%
PERS Employer Rates (May 2020)	20.70%	22.84%	25.80%
Lottery - Unrestricted per ADA	\$153	\$153	\$153
	, 33		,
Lottery - Prop. 20 per ADA	\$54	\$54	\$54
Mandated Block Grant for Districts	\$32.18	\$32.18	\$32.18
K-8 per ADA	\$61.94	\$61.94	\$61.94
9-12 per ADA			
Mandated Block Grant for Charters	\$16.86	\$16.86	\$16.86
K-8 per ADA	\$46.87	\$46.87	\$46.87
9-12 per ADA			

Absent additional federal funds, the COVID-19 recession requires a 10% (\$6.5 billion) reduction to LCFF. This reduction effectively eliminates the statutory 2.31% cost-of-living adjustment resulting in an overall reduction of 7.92% for those districts and charters funded under the LCFF. The proration factor reducing LCFF entitlements will be triggered if the federal government provides sufficient funding to backfill this cut.

AIMS 2020-2021 BUDGET ASSUMPTIONS

AIMS 2020-2021 Budget Assumptions

	<u>AIPCS</u>	AIPCS II	<u>AIPHS</u>	TOTAL
Enrollment	240	665	440	1345
Average Daily Attendance %	96%	96%	95%	
Average daily Attendance	230.12	637.75	397.76	1265.63

AIMS Program Assumptions	<u>AIPCS I</u>	AIPCS II	<u>AIPHS</u>	<u>Total Cost</u>
СМО	\$	\$	\$	\$
	411,848.28	1,121,142.54	755,055.18	2,288,046.00
PPE Equiptment (CMO)	\$	\$	\$	0
Uniform Replacements (at Heads discretion)	\$	\$	\$	\$
Go Guardian - District Wide \$12.36 per user	\$	\$	\$	\$
	2,966.40	8,219.40	5,438.40	16,624.20
Vehicle Lease (transportation)	\$	\$	\$	\$
	8,232.88	8,232.88	8,232.88	24,698.64
AIMS Staff Boot Camp	\$	\$	\$	\$
	3,400.00	6,600.00	10,000.00	20,000.00

AIMS 2020-2021 Budget Assumptions

General Administration	AIPCS I	AIPCS II	AIPHS	Total Cost
12th Street Utilities				
Disposal: Waste Management	\$	\$	\$	\$
	19,717.20	53,674.60	36,148.20	109,540.00
Gas/ Electric	\$	\$	\$	\$
	14,997.34	42,326.09	27,495.12	83,318.55
Water/Sewer	\$	\$	\$	\$
	1,274.51	3,469.49	2,336.60	7,080.60
Telephone	\$	\$	\$	\$
	12,586.85	34,264.21	23,075.90	69,926.96
Internet	\$	\$	\$	\$
	2,242.62	10,104.91	4,111.47	12,459.00
Custodial	\$	\$	\$	\$
	43,200.00	116,800.00	80,00.00	240,000.00
OUSD Agreements	AIPCS I	AIPCS II	AIPHS	Total Cost
Special Education SELPA (\$1799 Per Eligible Student ADA)	\$	\$	\$	\$
	0.413,909.94	1,147,101.79	715,438.98	2,276,450.71
1% OUSD District Administration Fee	\$	\$	\$	\$
	21,670.00	61,615.00	46,120.00	129,405.00
Prop 39 Facilities (Rental from OUSD)	\$	\$	\$ 230,000.00	\$ 230,000.00
Insurance Policies & Operation Contracts	AIPCS I	AIPCS II	AIPHS	Total Cost
Workers Compensation		Paid thru payroll		\$ 86,882.00
D & O Insurance	\$	\$ 25,007	\$ 16,842	\$ 51,034.99
	\$	\$	\$	\$



American Indian Public Charter AIPCS

_AIPCS	Object Code	Code Description	2019-20	2020-21
Revenue				
		State	2,496,800	2,399,267
		Federal	268,198	313,064
		Local	<u>96.408</u>	<u>96.600</u>
		Total Revenue	\$ 2,861,406	\$ 2,808,931
_				
Expenses				
	1000	Certificated Salaries	884,992	809,304
	2000	Classified Salaries	212,767	141,003
	3000	Benefits	250,074	213,732
	4000	Books and Supplies	252,354	142,084
	5000	Services and Other Operating Expenses	893,206	720,106
	6000	Capital Outlay	28,848	28,848
	7000	Other Outgoing	398,629	425,360
		Total Expenses	\$ 2,920,870	\$ 2,480,437
			\$	\$
	Δs a % of	Surplus / (Deficit) FLCFF revenue	(59,464) -3%	328,495 15%
	/13 a /0 UI	LCIT ICVCIIGC	3/0	13/0
Beginning Fund Balance		\$ 1,228,521	\$ 1,169,057	
0 0				
			\$	\$
Ending Fund Balance As a % of Expenditures			1,169,057 40%	1,497,552 60%
As a 70 of Experiultures			70/0	0070

Revenues

- LCFF Projected Revenues were reduced by 8% based on Governor Newsom's May Revise projections.
- Federal revenue was increased due to additional funding provided in the CARES act for all U.S. Public Schools.
- Local revenues increased due to the increased allocation of the Middle School Measure G1 Parcel tax allocation

Expenses

- 2019-2020 reflects increase in spending by \$59,464. This is due to the unanticipated 25% increase to the SELPA with Oakland Unified School District
- 2020-21 AIPCS reduced expenses by additional 7% beyond the 8% reduction in state revenue. Total reduction in expenses of <u>15</u>%. Projections include step and column increases of 1.5% for all staff
- All staff at the Middle School level for the 2020-21 fiscal year are split between AIPCS I (51%) and AIPCS II (6-8) (49%) reducing the salary impact on this school budget
- > Books and Supplies were bought in the prior school year therefore the allocation was reduced in the upcoming year.
- Allocations for nurses were included in the 2020-21 budget
- Services and Operations: Reduction in Services and Operations to align to the reduction in expenses. The 12th street Campus was renovated in prior year therefore cost are projected to decrease. 43% in custodial projection to cover increased cleaning

Surplus Other Office Program Special Fig. Services from OUSD's SEPLA increased by 33% between the 2019-2020 and 2020-2021 fiscal years

- AIPCS projects \$297,085 in surplus of revenue vs expenses to be added to the ending fund balance
- ➤ The Ending Fund Balance for AIPCS is projected at \$1,466,142 which leaves a 58% reserve

American Indian Public Charter II AIPCS II K - 8th

_AIPCS_II Revenue	Object Code	Code Description	2019-20	2020-21
		State	6,916,617	6,496,186
		Federal	435,242	620,833
		Local	221,806	182,038
		Total Revenue	\$ 7,573,665	\$ 7,299,058
Expenses				
	1000	Certificated Salaries	2,482,939	2,294,291
	2000	Classified Salaries	756,349	435,819
	3000	Benefits	733,728	693,961
	4000	Books and Supplies	1,151,365	326,444
	5000	Services and Other Operating Expenses	2,226,246	1,899,588
	6000	Capital Outlay	28,641	28,641
	7000	Other Outgoing	899,485	1,315,737
		Total Expenses	\$ 8,278,753	\$ 6,994,482
As a 9	6 of LCFF	Surplus / (Deficit)	\$ (705,088) -11%	\$ 304,576 5%
75 4 7	o o. Lorr	10101100		
Beginning Fund	Balance		\$ 4,239,570	\$ 3,534,482

Revenues

- LCFF Projected Revenues were reduced by 8% based on Governor Newsom's May Revise projections.
- Federal revenue was increased due to additional funding provided in the CARES act for all U.S. Public Schools.
- Local revenues increased due to the increased allocation of the Middle School Measure G1 Parcel tax allocation

Expenses

- ➢ In 2019-20 AIMS received a \$3.2M loan for reconstruction for the 12th street campus. The loan is not reflected as revenue, as it is cash, therefore the reflected deficit of \$705,088 is absorbed by the loan. The increased spending of \$705,088 reflects in construction and equipment cost as well as the 25% increase to the SELPA MOU with Oakland Unified School District.
- 2020-21 AIPCS II reduced expenses by additional 7% beyond the 8% reduction in state revenue. Total reduction in expenses of <u>16%</u>. Projections include step and column increases of 1.5% for all staff
- All staff at the Middle School level for the 2020-21 fiscal year are split between AIPCS I (51%) and AIPCS II (6-8) (49%) reducing the salary impact on this school budget
- ➢ Books and Supplies: The 12th street renovation purchases in the 19-20 fiscal year were reduced here. These were items such as furniture, computers, books and supplies.
- Allocations for nurses were included in the 2020-21 budget
- Services and Operations: Reduction in Services and Operations to align to the reduction in expenses. The 12th street Campus was renovated in prior year therefore cost are projected to dramatically reduce. 49% in custodial projection to cover increased cleaning

SUrp losher functing Sound IB searce from OUSD's SEPLA increased by 33% between the 2019-2020 and 2020-2021 fiscal years

- AIPCS II projects \$304,576 in surplus of revenue vs expenses to be added to the ending fund balance
- The Ending Fund Balance for AIPCS II is projected at \$3,839,059 which leaves a 55% reserve

American Indian Public High School 9 -12th

_AIPHS	Object Code	Code Description	2019-20	<u> 2020-21</u>
Revenue				
		State	4,769,344	5,099,593
		Federal	213,398	416,553
		Local	88,153	97,035
		Total Revenue	\$ 5,070,896	\$ 5,613,181
Expenses				
	1000	Certificated Salaries	1,148,134	1,691,454
	2000	Classified Salaries	445,656	456,810
	3000	Benefits	470,840	505,843
	4000	Books and Supplies	444,198	345,326
	5000	Services and Other Operating Expenses	1,480,250	1,617,245
	6000	Capital Outlay	6,924	6,924
	7000	Other Outgoing	429,330	618,643
-	Total Expens	ses	\$ 4,425,331	\$ 5,242,245
As a	a % of LCFF	Surplus / (Deficit)	\$ 645,564 14%	\$ 370,935 8%
Beginning	Fund Balan	ce	\$ 1,371,951	\$ 2,017,515

Revenue

- LCFF Projected Revenues were reduced by 8% based on Governor Newsom's May Revise projections.
- The increase in revenue for the High in 2020-21 fiscal was impacted by the increased enrollment and ADA percentage at P2 (Period 2 attendance reporting to State for funding projections. Due to the Covid-19 pandemic the State based this on February 2020 attendance data)
- Federal revenue was increased due to additional funding provided in the CARES act for all U.S. Public Schools.
- Local revenues increased due to the increased allocation of the Middle School Measure G1 Parcel tax allocation

Expenses

- 2020-21 Projections include step and column increases of 1.5% for all staff, Increased projections in teachers salaries were to support the increase in
- **Books and Supplies:** The High school was proactive in obtaining many supplies during the 2019-2020 fiscal year. This movement began in January with the introduction of new leadership therefore these items did not require budging in the 2020-21 fiscal year.
- **Services and Operations**: The increase in services and other operating expenses for the high school increased as their allocation in federal funds increased. These dollars were directed to professional development and other services compliant with the fund use. Full-time custodial cost were allocated to cover additional cleaning beyond the scope provided in the rental agreement with our authorizer.
- Allocations for nurses were included in the 2020-21 budget
- Other Outgoing: Special Ed Services from OUSD's SEPLA increased by 33% between the 2019-2020 and 2020-2021 fiscal years Surplus & Ending Fund Balance

- > AIPHS projects \$370,935 in surplus of revenue vs expenses to be added to the ending fund balance
- The Ending Fund Balance for AIPHS is projected at \$2,388,450 which leaves a 46% reserve



MULTI-YEAR REVEIW

AMERICAN INDIAN PUBLIC CHARTER

CSMC

American Indian Public Charter Multi-Year Projection

	SACS (Ol Code Description	1	2019-20	2020-21	2021-22	2022-23
Revenue							
		State		2,496,800	2,399,267	2,807,347	2,701,295
		Federal		268,198	313,064	162,401	163,681
		Local		96,408	96,600	96,545	96,600
	Total Rev	venue	\$	2,861,406	\$ 2,808,931	\$ 3,066,293	\$ 2,961,576
Expenses							
	1000	Certificated Salaries		884,992	809,304	701,093	718,620
	2000	Classified Salaries		212,767	141,003	144,122	147,319
	3000	Benefits		250,074	213,732	216,456	219,605
	4000	Books and Supplies		252,354	142,084	238,302	247,826
	5000	Services and Other Operating Expenses		893,206	720,106	768,103	794,903
	6000	Capital Outlay		28,848	28,848	28,848	28,848
	7000	Other Outgoing		398,629	425,360	423,032	425,360
	Total Exp	penses	\$	2,920,870	\$ 2,480,437	\$ 2,519,956	\$ 2,582,480
Expenses 10 20 30 40 50 60 70 To Surplus / (Defi	Deficit)		\$	(59,464)	\$ 328,495	\$ 546,337	\$ 379,096
	As a % of	`LCFF revenue		-3%	15%	21%	14%
Beginning l	Fund Balar	nce	\$	1,228,521	\$ 1,169,057	\$ 1,497,552	\$ 2,043,888
Ending Fun	d Balance		\$	1,169,057	\$ 1,497,552	\$ 2,043,888	\$ 2,422,985
	As a % of	Expenditures		40%	60%	81%	94%

AIPCS I Multi-Year Projections

The Multi year projections for American Indian Public Charter School reflects:

- Stable enrollment for the projected years. Until the Charter Renewal the enrollment continues to reflect the enrollment approved by the current charter. (Max 250)
- Slight reduction in surplus provided to fund balance projected in 2022-23 based on end of Federal Facility Grant.
- Consistent Ending Fund Balance and Reserve growth outgoing projected years.

AMERICAN INDIAN PUBLIC CHARTER II

American Indian Public Charter II Multi-Year Projection

	SAC	Code Description	2019-20	2020-21	2021	1-22	2022-23	}	2023-24
Rev	venue	, code Description	2017 20	2020 21	2021		2022 20		2020 21
		State	6,916,617	6,496,186		7,277,432	7,10	68,027	7,235,907
		Federal	435,242	620,833		633,418	62	28,683	654,011
		Local	221,806	182,038		183,799	18	83,137	186,681
	Total	Revenue	\$ 7,573,665	\$ 7,299,058	\$	8,094,649	\$ 7,9	79,847	\$ 8,076,598
Exp	enses								
_	1000	Certificated Salaries	2,482,939	2,294,291		2,355,088	2,4	14,294	2,474,991
	2000	Classified Salaries	756,349	492,558		402,994	4	12,792	422,831
	3000	Benefits	733,728	696,136		699,169	74	45,286	769,402
	4000	Books and Supplies	1,151,365	326,444		338,985	33	36,353	350,328
	5000	Services and Other Operating Expenses	2,226,246	1,859,588		1,993,901	1,78	87,980	1,823,810
	6000	Capital Outlay	28,641	28,641		28,641	2	28,641	28,641
	7000	Other Outgoing	899,485	1,315,737		1,345,673	1,33	35,225	1,390,702
	Total	Expenses	\$ 8,278,753	\$ 7,013,395	\$	7,164,451	\$ 7,00	60,572	\$ 7,260,706
Sur	olus / (De	eficit)	\$ (705,088)	\$ 285,663	\$	930,198	\$ 9:	19,275	\$ 815,892
	As a %	% of LCFF revenue	-11%	5%		13%		13%	12%
Beg	inning F	Fund Balance	\$ 4,239,570	\$ 3,534,482	\$	3,820,146	\$ 4,73	50,343	\$ 5,669,618
Endi	ing Fund	d Balance	\$ 3,534,482	\$ 3,820,146	\$	4,750,343	\$ 5,60	69,618	\$ 6,485,511
	As a %	% of Expenditures	43%	54%		66%		80%	89%

AIPCS II Multi-Year Projections

The Multi year projections for American Indian Public Charter School II reflects:

- Stable and slightly increased enrollment for the ongoing projected years. Until the Charter renewal the enrollment continues to reflect the enrollment approved by the current charter. (675 max)
- 2019-2020 end of reconstruction on 12th street and reduction in spending reflects in the steady building of reserves in 2020-2021
- Consistent Ending Fund Balance and Reserve growth outgoing years projected years.

AMERICAN INDIAN PUBLIC HIGH SCHOOL

American Indian Public High School Multi-Year Projection

SAC	C Code Description	20	19-20	2020-21	2021-22	2022-23	2	2023-24
Revenue								
	State		4,769,344	5,099,593	5,356,353	5,507,419		5,509,579
	Federal		213,398	416,553	620,595	638,302		656,963
	Local		88,153	97,035	102,138	105,100		108,222
Tota	l Revenue	\$	5,070,896	\$ 5,613,181	\$ 6,079,086	\$ 6,250,822	\$	6,274,763
Expense	s							
1000	Certificated Salaries		1,148,134	1,691,454	1,735,466	1,780,630		1,826,977
2000	Classified Salaries		445,656	456,810	468,231	479,936		491,935
3000	Benefits		470,840	505,843	456,788	476,697		491,463
4000	Books and Supplies		444,198	345,326	363,417	373,956		384,800
5000	Services and Other Operating Expenses		1,480,250	1,617,245	1,656,337	1,705,397		1,754,811
6000	Capital Outlay		6,924	6,924	6,924	6,924		6,924
7000	Other Outgoing		429,330	618,643	651,052	669,932		689,360
Tota	ll Expenses	\$	4,425,331	\$ 5,242,245	\$ 5,338,214	\$ 5,493,473	\$	5,646,270
Surplus / (Deficit)	\$	645,564	\$ 370,935	\$ 740,872	\$ 757,349	\$	628,493
As a	% of LCFF revenue		14%	8%	14%	14%		12%
Beginning	Fund Balance	\$	1,371,951	\$ 2,017,515	\$ 2,388,450	\$ 3,129,322	\$	3,886,671
Ending Fu	nd Balance	\$	2,017,515	\$ 2,388,450	\$ 3,129,322	\$ 3,886,671	\$	4,515,164
As a	% of Expenditures		46%	46%	59%	71%		80%

AIPHS Multi-Year Projections

The Multi year projections for American Indian Public High School reflects:

- Stable and slightly increased enrollment for the ongoing projected years. Until the Charter renewal the enrollment continues to reflect the enrollment approved by the current charter. (450 max)
- Slight increase staffing (F.T.E: Full Time Equivalent) projections in the projected 2020-2021school year to align with increased enrollment and ADA projections
- Consistent Ending Fund Balance and Reserve growth outgoing years projected years.

2020-2021 Budget Conclusion

- Staff is presenting the Finance Committee with a balanced budget for fiscal year 2020-2021
- The State required reserve of 2% has been met and surpassed for the 2020-2021 Proposed Adopted Budget and out years
- The multi-year projection for the subsequent two years are balanced with significant reserve balances

QUESTIONS







American Indian Public High

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All
Program	All
Lcp	All

Group Description	Account	Account Description
Liquidity Ratio		
Assets		
Current Assets		
Accounts Receivables	9290-040	Due from Government Grantors
Prepaid Expenses	9330-040	Prepaid Expenses
Total Current Assets		
Fixed Assets		
Buildings and Improvements	9420-040	Building Improvements
Furniture and Fixtures	9440-040	Furniture Fixtures and Equipment
Accumulated Depreciation	9425-040	Accumulated Depreciation - Building Improvements
Accumulated Depreciation	9445-040	Accumulated Depreciation - Furniture, Fixtures & Equipment
Total Fixed Assets		
Other Assets		
Security Deposits	9350-040	Security Deposits
Long Term Intercompany Receivables		
Total Other Assets		
Total Assets		
Liabilities And Net Assets		
Current Liabilities		
Accrued Salaries, Payroll Taxes, Postemployment Benefits Report run at 9/8/2020 3:44:19 PM	9665-040	Compensated Absences Payable

Report run at 9/8/2020 3:44:19 PM

Deferred Revenue	9650-040-02	Deferred Revenue
Total Current Liabilities		
Long Term Liabilities		
Capital Leases Payable	9667-040	Capital Leases Payable
Total Long Term Liabilities		
Total Liabilities		
Net Assets		
Restricted Net Assets	9780-040-53	Temporarily Restricted Net Assets
Restricted Net Assets	9780-040-73	Temporarily Restricted Net Assets
Restricted Net Assets	9780-040-75	Temporarily Restricted Net Assets
Restricted Net Assets	9780-040-88	Temporarily Restricted Net Assets
Restricted Net Assets	9780-040-93	Temporarily Restricted Net Assets
Restricted Net Assets	9780-040-95	Temporarily Restricted Net Assets
Unrestricted Net Assets	9790-040	Undesignated Fund Balance
Profit/Loss YTD		
Total Net Assets		
Total Liabilities And Net Assets		

alance Sheet Detail

June 2020

-

20.9
\$1,187,059
\$44,650
\$1,231,709
\$284,500
\$34,619
(\$284,500)
(\$13,848)
\$20,771
\$7,042
\$17,224
\$24,267
\$1,276,747
\$56,233
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Report run at 9/8/2020 3:44:19 PM

\$2,595
\$58,828
\$27,171
\$27,171
\$85,999
\$6,553
\$1,740
\$6,016
\$131
\$51,600
\$35,692
\$1,270,218
(\$181,202)
\$1,190,748
\$1,276,747

American Indian Public Charter High School Revenue Seven Year Budget Projections, 2020-2027



0.98% 1.59% 1.87% 2.33% 2.33% 2.33% 2.33%

SACS	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
te	FCMAT V21.2	FCMAT V21.3	FCMAT V21.4	FCMAT V21.5	FCMAT V21.6									
8011 LCFF for all grades; state aid portion	3,188,263	3,468,804	3,593,354	3,719,830	3,822,663	3,822,663	3,822,663							
8012 LCFF for all grades; EPA portion	395,763	395,763	425,354	425,354	425,354	425,354	425,354							
8096 In-Lieu of Property Taxes, all grades	1,000,605	1,000,605	1,000,605	1,000,605	1,000,605	1,000,605	1,000,605							
8019 Prior Year Income / Adjustments													1	
8520 State Food Revenue	3,335	3,639	3,707	3,793	3,793	3,793	3,793							
8560 Lottery	77,729	79,212	85,073	85,073	85,073	85,073	85,073	199.00	199.00	199.00	199.00	199.00	199.00	199.00
8550 Mandate Block Grant	18,307	18,657	20,037	20,037	20,037	20,037	20,037	46.87	46.87	46.87	46.87	46.87	46.87	46.87
8550 One Time Mandate Grant	-	-	-	-	-	-	-						L	
8590 All Other State	-	-	-	-	-	-	-	-	-	-	-	-		-
8594 Prop 39 - Clean Energy	-	-	-	-	-	-	-						<u> </u>	
8599 Prior Year State Income	-	-	-	-	-	-	-						<u> </u>	
State Revenue	\$ 4,684,003	\$ 4,966,679	\$ 5,128,129	\$ 5,254,692	\$ 5,357,525	\$ 5,357,525	\$ 5,357,525							
deral														
8181 Special Education, federal														
8220 Federal Child Nutrition Programs	47,965	52,333	53,311	54,554	54,554	54,554	54,554							
8290 All Other Federal Revenue, inc Facilities Incentive Gr	342,107	-	-	-	,,,,,,,	-								
8291 Title I	92,465	100,885	102,772	105,166	105,166	105,166	105,166							
8292 Title II	13,321	14,534	14,806	15,151	15,151	15,151	15,151							
8293 Title III	1,060	1,157	1,178	1,206	1,206	1,206	1,206							
8294 Title IV	10,000	10,000	10,000	10,000	10,000	10,000	10,000							
8299 Prior Year Federal Revenue	20,000	- 0,000	,	,	,	,	20,000							
Federal Revenue	\$ 506,918	S 178,908	S 182,067	S 186,076	\$ 186,076	S 186,076	S 186,076							
cal	,	,		,	,	,	,							
8660 Interest	310	338	344	352	352	352	352	1						
8782 All Other Transfers from County Offices	510	330	544	332	332	332	332							
8784 All Other Transfers from Other Locations													\vdash	—
8785 CMO Management fee				i			-	- 					 	
8792 Transfers of Apportionments from County Offices				i			-	- 					 	
8639 Student Lunch Revenue	2,781	3,034	3,091	3,163	3,163	3,163	3,163							
8982 Foundation Grants	154	168	171	175	175	175	175	+					 	
8699 All Other Local Revenue/G1 Grant	65,725	65,725	65,725	65,725	65,725	65,725	65,725	- 					 	
8984 Student Body (ASB) Fundraising Revenue	05,725	03,723	05,725	03,723	05,725	05,725	05,725	+			-		 	
8685 School Site Fundraising	82,325	89.821	91,501	93,633	93,633	93,633	93,633	+			-		 	
8	82,323	89,821	91,501	93,033	93,633	93,033	93,033				-			
								_						
8989 CSC Sale of Future Revenue								_						
8999 Revenue Suspense		6 150.005	0 1/0.522	0 162.610	0 1/2010	0 1/2.610	0 162.070						<u> </u>	止
Local Revenue	\$ 151,295	\$ 159,087	\$ 160,833	\$ 163,049	\$ 163,049	\$ 163,049	\$ 163,049							
otal Revenue	\$ 5,342,215	\$ 5,304,674	\$ 5,471,029	\$ 5,603,816	\$ 5,706,649	\$ 5,706,649	\$ 5,706,649							